DOCUMENT RESUME

ED 246 761 HE 017 445

TITLE International Education, Foreign Exchange and Scholarships. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session.

INSTITUTION Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE 15 Nov 83

NOTE 110p.; Document contains small print.

PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Developing Nations; *Federal Government; Foreign Countries; *Foreign Students; *Government Role; Hearings; Higher Education; International Education; *International Educational Exchange; Public Policy; Questionnaires; *Scholarships; *Student Exchange Programs; Study Abroad

ABSTRACT

Hearings on international student exchanges are presented. Information is presented on the countries of origin of foreign students in the United States and the fields they tend to study. It is noted that only 2.2 percent of foreign students studying in the United States are provided scholarships by the U.S. Government; the vast majority are financed by their families' funds (68 percent), while the costs of 13 percent are covered by their home governments. Testimony suggests that educational exchange programs promote public diplomacy, international understanding, and economic competence in developing countries. It is noted that the Soviet Union's student exchange program concentrates almost exclusively on students from lesser developed countries, and the Soviets recruit and train students at their expense. A report is included that provides information on the major exchange programs sponsored by the Peace Corps, the Agency for International Development, the Department of Defense, the Department of Education, the Department of Health and Human Services, the National Science Foundation, and the U.S. Information Agency. Programs of other federal agencies such as the National Aeronautics and Space Agency (NASA) and the Smithsonian are also covered. An exchange survey questionnaire of the U.S. Information Agency is included, along with an article about the diminished role of U.S. Books Abroad (SW)

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INTERNATIONAL EDUCATION, FOREIGN EXCHANGE AND SCHOLARSHIPS

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HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, D.C. ON NOVEMBER 15, 1983

Printed for the use of the Committee on Education and Labor

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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INTERNATIONAL EDUCATION, FOREIGN EXCHANGE AND SCHOLARSHIPS

TUESDAY, NOVEMBER 15, 1983

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 10:50 a.m., in room 340, Cannon House Office Building, Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Penny, and Gunderson.

Staff present: William A. Blakey, counsel; Margaret Koval, staff assistant; and Richard DiEugenio, senior minority legislative assistant.

Mr. SIMON. The subcommittee will come to order.

My apologies, first of all. While we are about to meet on international problems, I have been taking care of provincial problems for the State of Illinois. I had to testify before another subcommittee.

I will simply enter my statement in the record.

[The opening statement of Hon. Paul Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS, AND CHAIRMAN OF THE SUBCOMMITTEE ON POSTSECONDARY EDUCATION

Today the Subcommittee on Postsecondary Education is conducting hearings on International Student Exchanges. Opinions on what American Policy should be toward foreign students in the United States vary widely. One side of the issue argues that we should work on expanding the number of foreign students in this country. Advocates of this point of view note that a large foreign student population is a good way to internationalize our college campuses, and is good public diplomacy. Some of them point out that the Soviet Union sponsors far more foreign students than America does and that we may be facing "a diploma gap." Others argue that foreign students in the United States are good business. They provide a source of revenue for colleges and state and local economies.

On the other side of the issue, many people are concerned that foreign students are filling academic slots that should go to Americans. They are concerned that foreign students stay in the United States after graduation and thus take jobs from American workers. They may also constitute a "brain drain" away from the developing countries.

Both sides of the issue, however, agree that there is currently a remarkable lack of national policy regarding foreign students. According to a recent institute for international education report, "the scene is marked more by an absence of decision than by any distinctive pattern of decisionmaking within or across borders. This absence of decision, the report continues, is largely a result of incomplete or incorrect information on the part of decisionmakers. We expect some of the testimony at today's hearing to correct this informational deficiency.

The other aspect of educational exchangee concerns American students studying abroad. Few Americans today are untouched by events beyond the borders of the United States. One in six Americans owes his or her job to international trade. One

in three acres of American farmland produces for foreign markets. Given the challenges of foreign competition in the international marketplace, knowledge about foreign cultures and countries is critical to American economic health. International knowledge is also critical to enhance understanding and foster good relations between ourselves and other countries. In an age when the world is more interdependent than it has ever been, it is alarming to discover that 40 percent of the twelfth grades in a recent survey could not locate Egypt correctly, while over 20 percent were equally ignorant about the whereabouts of France or China. Educational exchanges are one of the best ways to increase international literacy on the part of American students. They are also a crucial component of foreign language training—especially for those languages like Arabic, Russian, and Chinese that are more difficult to master.

And yet, as we all know, the cost of traveling abroad for a semester or a year are prohibitively high for most students. Today, therefore, we are also examining Government funding of American study abroad programs.

Our first witness is Dr. David Smock, Vice President of Program Development and Research at the Institute of International Education. The Institute publishes an annual handbook called "Open Doors" which is the best available source of statistics on foreign students in the United States. Also testifying is Dr. Ronald Trowbridge, Associate Director of the Bureau of Education and Cultural Affairs for the U.S. Information Agency. Dr. Trowbridge will fill us in on Government exchange programs. Finally, we will hear from Dr. Barbara Burn. Dr. Burn is currently the director of international programs at the University of Massachusetts at Amherst and former president of the National Association of Foreign Student Affairs. She will be giving us insight into the barriers to exchange programs from the perspective of the students involved. Welcome.

Mr. SIMON. I am here with considerable concern. We are having a great deal of discussion about weapons systems today—Euromissiles and a variety of other things. As we build up our weapons systems, we seem to be eroding our base of understanding.

If we have the finest possible weapons systems and even enter into negotiations and successfully achieve agreement, unless there is a base of understanding we are not headed in the right direction. It is not very dramatic to talk about exchanges, but it is vital.

If I can just stretch the imagination of everyone here for a moment, if 50 years ago Yuri Andropov had been an exchange student for 1 year at Eureka College in Illinois and Ronald Reagan had been an exchange student for 1 year at the University of Moscow, I have a feeling we would be living in a vastly different world today.

We don't know who the future Yuri Andropovs and Ronald Reagans are, but we better provide the opportunity for people to get to understand each other better. This is not to suggest that there aren't problems in this whole field of exchanges. Obviously there are. But I think it is one of the most valuable investments we can make.

If we took 1 percent of what we now spend on defense and put it into international exchange programs, my instinct is we would be in a much more secure world than we are right now.

My colleague, Mr. Penny, do you have any opening statements?

Mr. PENNY. No; I can't add much to what you have already said. I am disappointed that in recent years we seem to have deemphasized some very modest investments in cultural, educational, and technological exchanges. I think that that creates a more dangerous world for us all.

In addition, I was disappointed last week when we steered away from a policy of an emphasis on economic and developmental as-

sistance to emerging nations in favor of the more heavy emphasis on military assistance to those nations.

So, whether it is the large countries, whether it is adversaries like the Soviet Union, or whether it is developing nations, we seem to have moved in the wrong direction in recent years. I think that this hearing is a step in the right direction, an effort to redirect our focus toward improving our ties with these nations, improving our understanding of them and their understanding of us.

Mr. SIMON. I concur heartily.

I think what we will do is take all three witnesses as a panel and ask all three to testify and then ask questions of the three of you: Dr. David Smock, Dr. Ronald Trowbridge, and Dr. Barbara Burn.

Dr. Smock is the vice president of the Institute of International Education. We are pleased to have you here as our first witness.

STATEMENT OF DAVID R. SMOCK, VICE PRESIDENT, INSTITUTE OF INTERNATIONAL EDUCATION

Dr. SMOCK. Thank you, Mr. Chairman.

I am David Smock. I am vice president of the Institute of International Education. IIE, having been founded in 1919, is the oldest and now the largest agency in the field of international educational exchange. In addition to its programing responsibilities, IIE operates a research program on international education and an annual census of foreign students in this country, an activity financed largely by the U.S. Information Agency. The principal testimony I will offer today derives from the data collected in this census.

Mr. SIMON. Incidentally, to all three witnesses, we will be happy to enter your full statements in the record. You may proceed as you wish.

Dr. SMOCK. During the 1982–83 academic year, 337,000 foreign students attended U.S. colleges and universities. Foreign student enrollment has grown tenfold over the past 30 years, from 34,000 to 337,000, but the total university enrollment increased sixfold over that period, meaning that as a proportion of the total enrollment, foreign students constituted 1.4 percent in 1954–55 and 2.7 percent presently.

The proportions of foreign students in countries like Britain, France, and Germany are all significantly greater than the United States. The number of foreign students in the United States has increased almost every year since 1954, but the rate of increase has slowed dramatically in the past 2 years. The increase in 1982–83 over the previous year was only 3.3 percent, while in the middle and late 1970's the annual rate of increase ranged between 12 and 16 percent annually.

Judging from the numbers of students currently enrolled in English language programs in this country and the numbers registered to take English exams in order to be admitted next year to U.S. universities, it is entirely possible that the rate of increase in university enrollment will drop to zero this next year, or even show a decline.

Part of this slowing in the rate of increase can be attributed to the precipitous decline in the number of Iranian students, but this

shift in direction is also related to the world recession and to the international economic climate.

The drop in oil revenues has adversely affected the OPEC countries, which were the principal source of the dramatic growth of numbers in the 1970's. The foreign debt, balance of payments problems, and the sharp increase in the value of the U.S. dollar have made a U.S. education much more expensive for foreigners.

Domestic factors in this country also seem to be contributing. IIE recently conducted a survey of 900 public colleges and universities to identify changes in academic policy affecting foreign students. A significant policy change is evident in university admissions; 30 percent of these 900 schools reported that their admission standards are more stringent for foreign students than for domestic students. For schools with more than 500 foreign students, 54 percent require higher standards for foreign students than for American students. Particularly noteworthy is the fact that one-third of these restrictions have been imposed over the past 2 years.

Let us consider what countries feature most prominently in the foreign student population in this country. Here are the leading countries: Iran, with 26,000; Taiwan, 20,000; Nigeria, 20,000; Venezuela, 15,000; Malaysia, 14,000; Canada, 14,000; and Japan, 13,000.

While several countries are sending decline numbers, sharply higher numbers are coming from other countries. Three Asian countries—Malaysia, China, and Korea—all jumped by more than 40 percent over the previous year.

The four most heavily populated fields of study are engineering with 23 percent, business administration with 18 percent, sciences with 8 percent, and math and computer science with 7 percent. Approximately one-third of the students are graduate students, 47 percent are pursuing bachelors' degrees, 13 percent are enrolled in associate degree programs, with the remaining registrants being nondegree candidates.

Of particular interest is the fact that only 2.2 percent of the foreign students are here on scholarships provided by the U.S. Government. The vast majority are financed by their family's funds—68 percent—while the costs of an additional 13 percent are covered by their home governments.

Thus, according to IIE's census, about 7,300 foreign students are on U.S. Government scholarships, or were last year. While this number is not trivial, it is a very small part of the whole and very small indeed when compared to the number of foreign students holding scholarships by the Soviet Government for study in the Soviet Union.

While precise numbers are difficult to obtain, the Soviet Minister of Higher and Specialized Education reported in 1982 that there were 86,000 foreign students in the Soviet Union, nearly all of them holding Soviet scholarships. Thus, the number of foreign degree candidates on Soviet scholarships is approximately 10 times that of the U.S. Government. Moreover, a higher proportion of Soviet scholarship holders are from the Third World countries than is true for the United States.

Both because of the competitive disadvantage that the United States faces vis-a-vis the Soviet Union and for various other rea-

sons, a very significant increase in Federal Government support for foreign students is urgently required.

I believe the most compelling reason for augmentation of Government appropriations for scholarships for foreign students is that under present circumstances the vast majority of foreign students in this country are self-financed and, in turn, they come from well-to-do families in the more prosperous developing countries.

The poorest students and the students from the least developed countries must receive scholarships or they have no chance of coming. This point has not been lost on the Soviet Union, which focuses its aid on the poorest countries and the poorest students.

Two research projects which IIE has organized over the past year demonstrate the value of foreign study both to the students and to this country. A careful evaluation that IIE has conducted of a decade-old scholarship program financed by the International Telephone & Telegraph Co., ITT, and managed by IIE, indicated that the foreign graduate students who came to this country, one, returned home; two, had enhanced their professional skills; three, advanced their careers at home and contributed to their country's development; four, maintained their contacts with this country after they departed; and five, they developed a more favorable image of the United States as a consequence of having studied here.

IIE organized another study, undertaken by Prof. Craufurd Goodwin of Duke University and Prof. Michael Nacht of Harvard University, to ascertain the impact on Brazilians of having been students in this country. They interviewed a large number of such former Brazilian students.

They concluded that their U.S. experience tends to inculcate a greater appreciation for democratic values and enhanced their desire to contribute to the democratic development of Brazil. They also developed overwhelmingly positive attitudes toward the United States.

Moreover, they tended to use their positions in Brazilian commerce and industry to buy American products and, in turn, promote American export trade. They also served as a source of able and supportive professional staff for U.S. corporations in Brazil and frequently organized joint economic ventures for U.S. and Brazilian corporations.

Investment in scholarships for foreign students to study here is a very cost-effective way to contribute to international understanding, to promote political and economic development of Third World countries, and to serve American diplomatic and economic purposes.

Thank you, Mr. Chairman.

Mr. SIMON. Thank you for an excellent statement.

[The prepared statement of Dr. David R. Smock follows:]

PREPARED STATEMENT OF DAVID R. SMOCK, VICE PRESIDENT OF THE INSTITUTE OF INTERNATIONAL EDUCATION

My name is David Smock, and I am vice president of the Institute of International Education. IIE, having been founded in 1919, is the oldest and now the largest agency active in the field of international educational exchange. With five offices in Asia, Africa, and Latin America and seven offices in this country, IIE manages over 100 different exchange programs, the largest of which is the foreign student Fulbright program involving 2,566 foreign students currently studying in the U.S. on

Fulbright grants. In addition to its programing responsibilities, IIE also provides a broad range of information to the public, as well as operating a research program on international education, with nine research projects presently under way. Related to the research program is an annual census of foreign students in this country, an activity financed largely by the U.S. Information Agency and guided by the Interassociational Committee on Data Collection, composed of representatives of several agencies concerned with international education.

The principal testimony I will offer today derives from the data collected in this census, along with some of the conclusions reached in recent IIE research projects. The foreign student census is conducted annually through a comprehensive survey of all accredited U.S. colleges and universities, including 2-year institutions. Some 2,795 (or 98 percent) of these institutions responded to IIE's questionnaires in 1982–83 and provided data on their foreign students. Let me sketch a profile of these students.

During the 1982–83 academic year, 337,000 foreign students attended U.S. colleges and universities. While this is a large number, it constitutes only 2.7 percent of the total number of students enrolled at U.S. colleges and universities.

Foreign student enrollment has grown tenfold over the past 30 years, from 34,000 to 337,000. But total university enrollment increased sixfold over that period, from 2.5 million to 12.4 million, meaning that as a proportion of total enrollment foreign students constituted 1.4 percent in 1954/55 and 2.7 percent presently. This was not a dramatic increase, in that the proportion of foreign students has not even doubled over the past 30 years. The proportions of foreign students in countries like Britain, France, and Germany are all significantly greater than in the United States.

The number of foreign students in the United States has increased almost every year since 1954, but the rate of increase has slowed dramatically in the past 2 years. The increase in 1982/83 over the previous year was only 3.3 percent while in the middle to late 1970's the annual rate of increase ranged from 12 to 16 percent.

A part of this slowing in the rate of increase can be attributed to the precipitous decline in the number of Iranian students, who remain as the single largest nation in the foreign student population but whose numbers have dropped 25 percent from the 1982 level and now stand at 26,700.

Even excluding the Iranian drop, the rate of increase for most other countries has slowed as well, with the numbers from such countries as Saudi Arabia and Mexico actually having dropped, and the rate of increase for a country like Nigeria having dropped from 12.7 percent in the previous year to 6 percent this past year.

Judging from the numbers of students currently enrolled in English language programs in this country, and the numbers registered to take English exams in various foreign countries in order to be admitted next year to U.S. universities, it is entirely possible that the rate of increase in university enrollment will drop to zero this next year, or even show a decline.

This shift in direction is related in large part to the world recession and the international economic climate:

The drop in oil prices and revenues has adversely affected th OPEC countries, which were the principal source of the dramatic growth of numbers in the middle and late 1970s.

Foreign debt, balance-of-payment problems, and the sharp increase in the value of the dollar have made a U.S. education much more expensive for foreigners—just at a time when dollar reserves are nearly depleted for many Third World countries.

Domestic factors in this country also seem to be contributing. IIE recently conducted a survey of 900 public colleges and universities to identify changes in academic policy affecting foreign students. Thirteen percent of these 900 institutions reported recent reductions or elimination of tuition scholarships for foreign students. Ten percent have imposed special tuition surcharges on foreign students. However, in only three percent of the schools do these surcharges exceed $250 per semester, and thus they do not approximate the greatly increased tuition charges imposed in recent years on most foreign students studying in Britain, France, Australia, and certain provinces in Canada.

A more significant policy change is evident in university admissions. Thirty percent of these 900 schools reported that their admissions standards are more stringent for foreign students than for domestic students, and an additional 14 percent use the English language tests as a screening device for more than language competence. For schools with more than 500 foreign students, 54 percent require higher standards for foreign students than for American students. Particularly noteworthy is the fact that one-third of these restrictions have been imposed over the past two years. The reasons for these new restrictions are not totally clear, but they probably relate both to economic problems faced by U.S. institutions and to fear that as

American student numbers drop the proportion of foreign students will increase unduly.

What does the future hold? It is impossible to predict very far into the future since so many factors influence the numbers. We do not even know what will happen next year. But if a modest 5 percent annual increase occurs between now and the year 2000, then there would be 774,000 foreign students here at that time. Thus the number 18 years from now would be 2.3 times the current figure. While that is a significant increase, it does not approach the fourfold increase that has taken place over the past 18 years. Moreover, it is not nearly so large a number as the 1 million predicted for the year 2000 by a recent commission of the American Council on Education that extrapolated from the rates of increase that characterized the late 1970's.

Let us consider what countries feature most prominently in the foreign student population of this country. Here are the leading countries:

Country	Amount	Percent of total
Iran	26,700	7.9
Taiwan	20,770	6.2
Nigeria	20,710	6.1
Venezuela	15,490	4.6
Malaysia	14,070	4.2
Canada	14,020	4.1
Japan	13,610	4.0

This group of seven leading countries consists of a mix of Asian, African, Latin American, and North American states, with only Europe missing.

While several countries have been mentioned as sending declining numbers, sharply higher numbers are coming from other countries. Four Asian countries—Malaysia, China, Korea, and Indonesia—all jumped by more than 40 percent between 1981/82 and 1982/83. The reasons for these increases relate to recent social, political, diplomatic, economic, and educational developments, and differ from one state to the other.

Little change is evident over the past few years in the most popular fields of study and in the distribution of students among academic levels. The four most heavily populated fields of study are engineering (23 percent), business administration (18 percent), sciences (8 percent), and math/computer science (7.6 percent). Approximately one-third of the students (32.7 percent) are graduate students; 46.9 percent are pursuing bachelor's degrees, and 13.3 percent are enrolled in associate degree programs, with the remaining registrants being nondegree candidates.

Of particular interest is the fact that only 2.2 percent of the foreign students are here on scholarships provided by the U.S. Government. The vast majority are financed by their personal or their family's funds (67.8 percent), while the costs of an additional 12.8 percent are covered by their home governments. Thus about 7,370 foreign students are on U.S. Government scholarships. While this number is not trivial, it is a very small part of the whole and very small indeed when compared to the number of foreign students holding scholarships given by the Soviet Government for study in the Soviet Union.

While precise numbers are difficult to obtain, the Soviet Minister of Higher and Specialized Education reported in 1982 that there were 86,000 foreign students in the Soviet Union, nearly all of them holding Soviet scholarships. Thus the number of foreign degree-candidates on Soviet scholarships is approximately 10 times that of the U.S. Government. Moreover, a higher proportion of Soviet scholarship holders are from Third World countries than is true for the United States. The total number of foreign students in the Soviet Union is substantitally less than in the United States by a factor of 4, and the proportion of foreign students in the Soviet Union in relation to Soviet student is lower than in this country (0.3 percent compared to 2.7 percent in the United States); but the striking disparity comes in the much larger number of foreign students receiving government scholarships.

Both because of the competitive disadvantage that the United States faces vis-a-vis the Soviet Union and for several other reasons, a very significant increase in Federal Government support for foreign students is urgently required.

Increased U.S. Government support for scholarships for foreign students would not mean that the Government would be either the sole or even the most important

source of support. The other sources, including the very substantial number of scholarships awarded by U.S. colleges and universities—and significant corporate and foundation grants—will continue and hopefully expand over time. As an illustration, IIE was aided by about $5.5 million in 1982 in scholarship funds from the private sector.

A final, and I believe the most compelling, reason for augmentation of government appropriations for scholarships for foreign students is that under present circumstances the vast majority of foreign students in this country are self-financed and in turn come from well-to-do families in the most rapidly developing and most prosperous countries of Asia, the Middle East, Latin American, and Africa. The poorest students and the students from the least developed countries must receive scholarships or they have no chance of coming to the United States. This point has not been lost on the Soviet Union, which focuses its aid on the poorest countries and the poorest students.

Much is made of the danger of the so-called brain drain, arousing fears that foreign students will not return home. Unfortunately, no reliable data exist either in the files of the Immigration and Naturalization Service or any other agency to provide clear guidance in answering this question. Students who come to the United States on American Government scholarships have a very high rate of return to their home countries. Only a negligible number of students supervised by IIE under Government or privately sponsored scholarships remain in this country. Moreover, a very high proportion of those nonsponsored students who remain here after they complete their schooling eventually return home, after spending one to five years here. Clearly, however, the INS needs to collect better data so that we can know with greater certainty just what patterns prevail.

Two research projects which IIE has organized over the past year demonstrate the value of foreign study both to the students and to this country. A careful evaluation IIE has conducted of a large, decade-old scholarship program financed by the International Telephone & Telegraph Company [ITT] and managed by IIE indicates that the foreign graduate students who came to this country (1) returned home; (2) enhanced their professional skills; (3) advanced their careers at home and contributed more to their country's development; (4) maintained their contacts with this country; and (5) developed a more favorable image of the United States as a consequence of having studied here.

IIE organized another study, undertaken by Professor Craufurd Goodwin, Dean of the Graduate School at Duke University, and Professor Michael Nacht of Harvard University, to ascertain the impact on Brazilians of having been foreign students in this country. Professors Goodwin and Nacht interviewed a large number of such former Brazilian students. They concluded that their U.S. experience tends to inculcate a greater appreciation for democratic values and enhanced their desire to contribute to the democratic development of Brazil. They also developed overwhelmingly positive attitudes toward the United States. Moreover, they tended to use their positions in Brazilian commerce and industry to buy American products and, in turn, promote American export trade. They also served as a source of able and supportive professional staff for U.S. corporations in Brazil and frequently organized joint economic ventures for U.S. and Brazilian corporations.

Investment in scholarships for foreign students to study here is a very cost-effective way to contribute to international understanding, promote the political and economic development of Third World countries, and serve American diplomatic and economic purposes.

Mr. SIMON. Dr. Ronald Trowbridge, Associate Director of USIA.

STATEMENT OF RONALD TROWBRIDGE, ASSOCIATE DIRECTOR, U.S. INFORMATION AGENCY

Dr. TROWBRIDGE. Mr. Chairman, may I begin with a personal anecdote about you?

Mr. SIMON. I don't know. [Laughter.]

Dr. TROWBRIDGE. There is only one point of heresy in it. Recently we were visited at USIA by an Italian delegation, Ambassador Petrignani and a Senator Agnelli, who, among other things, were complaining about the fact that not enough Americans were studying Italian and what could we do to improve that. I said, "Well, gee, the individual in this country who is taking the lead on all

that is Representative Paul Simon of Illinois. I think you really ought to see him."

At that moment, it occurred to me that I had a copy of your book, "The Tongue-Tied American," back in my office. I literally sprinted out, ran down to get the book, brought it back and gave it to her personally. I did not want to mail it to Italy because I did not know in what century it would arrive, so I gave her the book, the only heresy being that it was the autographed copy that you sent me. Will you give me another one?

Mr. SIMON. You are going to get another one. I thank you for that international distribution.

Dr. TROWBRIDGE. I have a truncated statement here of a larger statement that I have presented.

Thank you for this opportunity to review briefly the most recent activities of the Bureau of Educational and Cultural Affairs of the U.S. Information Agency as they relate to this committee

The Government's major student exchange programs are sponsored by the U.S. Information Agency and the Agency for International Development. Twenty-two other Government agencies also conduct some exchanges, primarily at the postdoctoral level.

A total of 8,767 foreign students participated in USAID's academic and technical participant training programs in 1982. Of that total, 4,044 were academic trainees, most of whom were in the United States pursuing graduate degrees.

During the same period, the USIA exchanged 9,611 persons through its programs authorized by the Mutual Educational and Cultural Exchange Act of 1961. Of that number, some 2,029 Americans participated in the agency's prestigious Fulbright academic exchange program, while 3,105 students, scholars, and teachers from abroad visited the United States.

For 1983, those figures are expected to increase slightly. I might add parenthetically that we think we know what our budget is going to be through the conference process, and there will be, relatively speaking, a modest increase for the exchange programs.

The USIA administers Fulbright exchanges with 120 countries. Over half the total number of Fulbright grants, however, are awarded for exchanges between the United States and Western Europe.

While there are specific historical reasons for this, there is also an important financial reason; namely, many of the countries in Western Europe contribute to the cost of the Fulbright program. In fact, cost sharing is a well-established principle in most of the 42 countries with active binational commissions, although it must also be said that cost sharing in countries without binational commissions is also on the rise. Overall, we estimate that half of the total cost of the Fulbright program is provided by sources other than the U.S. Government.

No treatment of exchanges can be complete without reference to USIA's English teaching and book and library programs. Particularly in developing countries, English serves educational and developmental needs. American national interests are served as well, since English provides a necessary tool to an understanding of our institutions and culture, our politics, and policies.

These are the same objectives served by exchange of persons programs and, indeed, the success of our exchange programs depends in significant measure on our ability to communicate with people in other countries in a common language. Again, let me add parenthetically that I have frequently made the comment that in our exchange program, we ought to talk about not only exchanging people but exchanging ideas.

Each year, 3.4 million individuals in 80 countries use USIA libraries worldwide. Foreign readers check out over 6,000 books a day. Since most people in the world will never come to America or even meet an American, the American libraries in 132 cities abroad provide a unique professional response to those foreign citizens with questions, intellectual curiosity, and interest in our American culture and institutions. The USIA library also provides an extremely effective means of increasing foreign understanding of American ideals and values.

Next, I move into the section concerning the effectiveness of these exchanges.

The exchange of persons programs, especially educational exchange programs, are a vital dimension of this Nation's public diplomacy. The academic exchange programs of USIA are not only a symbol of this Nation's commitment to increased mutual understanding, but a time-tested means of achieving that goal. Indeed, it is a major premise of the Fulbright program that if the structures of peace are to be built on human foundations, then exchanges which strengthen communication and increase mutual understanding are among the necessary building blocks of that foundation. Seen in this light, exchange programs become an essential instrument of foreign policy not just of the United States but of all participating countries.

USIA is committed to upholding the mutual nature of its exchange programs. A long-term trend favoring grants to foreigners to come to the United States has been checked and is being reversed. In fiscal year 1982, 74 percent of the Fulbright program's grants worldwide were going to foreigners coming this way. Grants to American students have been particularly neglected and need to be increased.

We are working to increase the number of opportunities further for American students through new regional programs in Latin America, East Asia, and the Near East and South Asia. We believe that these opportunities for our students, combined with the presence of foreign scholars here, make a major contribution to internationalizing American education.

The Government's most recent initiative in the exchange field—that is, the President's International Youth Exchange Initiative—will build on this foundation. An expanded series of largely privately sponsored exchanges of young people can serve as the feeder system for academic exchange programs. We hope it will stimulate young Americans to pursue foreign language and international studies.

The interagency Teacher-Text-Technology—what we call TTT initiative—is another new program currently under consideration which proposes to upgrade the quality of math, science, and English education on the secondary level in Africa.

An interagency working group made up of representatives from USIA, USAID, the Peace Corps, the National Science Foundation, the Department of Education, and the Department of State is investigating means of addressing the problems of secondary education in Africa by working directly with secondary school teachers and teacher trainers.

The last section that I have speaks to the issue of the comparison of United States and Soviet exchanges. I thought David Smock gave you a very excellent report on that. My figures are simply redundant as compared to his. Let me simply highlight a few passages in here rather than going through the whole thing.

The Soviet Union and its allies now have over 80,000 foreign students studying in their countries at Soviet bloc expense. As David said, we have well over 300,000 foreign students in this country, but only about 8,000 of these students are studying here under the sponsorship of the U.S. Government.

The Soviet bloc efforts concentrate almost exclusively on students from lesser developed countries. In 100 developing countries for which comparable data are available, the Soviet Union sponsors—my figure is 11 times. I notice that Dave used the figure 10 times. In any event, it is 10 or 11 times more sponsored by the Soviet Union than sponsored by the United States.

Foreign students who study in the United States are among the best qualified students studying outside their own countries. We know this because we can compare admission standards in U.S. colleges and universities with admission standards abroad. We cannot make similar assessments of foreign students studying in the Soviet Union.

The nature of American and Soviet exchange programs differs significantly. In fact, the Soviets do not conduct exchanges in the American sense. They recruit and train students at their expense. There is no attempt at two-way communication.

Finally, we at USIA are part of the wide-ranging discussions now taking place in this country on the importance of international educational exchange. How many and what kind of exchanges are in the national interest? It is sometimes a confusing chorus of voices.

More exchanges are certainly necessary if we are to maintain our international competence. More are necessary if we are to employ effectively one of our strategic resources, our system of higher education, effectively.

Unlike the familiar models of Western Europe, exchanges with the developing world will not expand without government involvement, ours and others. If we rely on the private sector to increase exchanges in the Third World, the increases will be quite minimal.

Finally, I would like to commend Chairman Simon and the other members of the subcommittee for the attention you have given these issues. We stand ready to provide whatever additional assistance or information you might wish.

Thank you.

Mr. SIMON. We thank you very, very much.

[The prepared statement of Dr. Ronald L. Trowbridge follows:]

PREPARED STATEMENT OF DR. RONALD L. TROWBRIDGE, ASSOCIATE DIRECTOR OF THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS, U.S. INFORMATION AGENCY

Thank you for this opportunity to briefly review the most recent activity of the Bureau of Educational and Cultural Affairs of the U.S. International Agency as they relate to international education at the postsecondary level.

The major government programs which exchange students are sponsored by the U.S. Information Agency and the Agency for International Development. Twenty-two other Government agencies also conduct some exchanges, primarily at the post-doctoral level.

Appendix A. "Report on U.S. Government International Exchange and Training Programs," offers preliminary data for 1982 on all government-sponsored exchanges. Appendix B offers a country-by-country breakdown of all Government-sponsored exchanges. They totalled 25,493 in 1982.

A total of 8,767 foreign grantees participated in USAID's "academic" and "technical" participant training programs. Of that total, 4,044 were academic trainees, most of whom were in the U.S. pursuing graduate degrees.

Geographic distribution:

Africa	2,960
Latin America	274
Near East and South Asia	952
East Asia	758

During the same period, according to the most recent figures, the USIA exchanged 9,611 persons through its programs authorized by the Mutual Educational and Cultural Exchange Act of 1961. (Appendix C offers a summary of the various exchange programs conducted by USIA.) Of that number, some 2,029 Americans participated in the Agency's prestigious Fulbright exchange program, while 3,105 students, scholars and teachers from abroad visited the United States. For 1983, those figures are expected to increase only slightly.

The primary distinction between researcher and student is the level of academic achievement of the grantee. Students do predoctoral graduate work. Researchers are postdoctoral fellows. With very few exceptions USIA and USAID do not sponsor undergraduate exchange programs.

The USIA administers Fulbright exchanges with 120 countries. Over half the total number of Fulbright grants, however, are awarded for exchanges between the United States and Western Europe. While there are specific historical reasons for this, there is also an important financial reason: many of the countries in Western Europe contribute to the cost of the Fulbright program. In fact, cost-sharing is a well-established principle, in most of the 42 countries with active binational commissions, although it must also be said that cost-sharing in countries without binational commissions is also on the rise. Overall, we estimate that half of the total cost of the Fulbright program is provided by sources other than the U.S. Government. Frequently such cost sharing takes the form of such in-kind contributions as housing for American grantees or tuition waivers and other forms of financial aid which is provided by innumerable American colleges and universities.

No treatment of exchanges can be complete without reference to USIA's English Teaching and Book and Library programs. English, which is the language of international communication, of education, of the transfer of science and techology, and of world commerce is highly desired by government officials, professionals and university students, among others. Particularly in developing countries, English serves educational and developmental needs. For the United States, national interests are served as well, since English provides a necessary tool to an understanding of our institutions and culture, our politics and policies. These are the same objectives served by exchange-of-persons programs and, indeed, the success of our exchange programs depends in significant measure on our ability to communicate with people of other countries in a common language. The precipitous decline in the quality of English language instruction and capability in Africa and other former colonial areas threatens our ability to communicate effectively and administer meaningful exchange-of-persons programs in these important areas.

Each year USIA libraries allow 3.4 million individuals in 80 countries to freely browse and freely pursue their own interests about the United States. World-wide foreign readers check out 770 books an hour, over 6,000 a day. Our non-circulating reference books are consulted over a million times a year, magazines and newspapers over 680,000 times. Our specialized reference services, unique in most of the world, are finding increasing use by foreign governments, especially legislative researchers.

Students, of course, regard American libraries as treasure houses in developing countries where a single book costs several weeks' wages. Economic and political barriers abroad are such that, throughout most of the world, the average readers' only source for an American book, American magazine, or American newspaper is the USIA library. And these libraries serve as "permanent exchanges" but without visa and departure date problems. Since most people in the world today will never come to America or even meet an American, the American library in the 132 cities abroad provides a unique professional response to those foreign citizens with questions, intellectual curiosity and interest in our American culture and institutions.

For all their usefulness, the number of USIA libraries and reading rooms has been reduced from 254 in 1963 to today's 132. In 1963, the collections world-wide numbered 4.1 million books in 231 libraries. In 1983, our 132 libraries hold 826,000 books. (See Appendix D.)

EFFECTIVENESS OF EDUCATIONAL EXCHANGES

Exchange of persons programs—especially educational exchange programs—are a vital dimension of this nation's public diplomacy.

The academic exchange programs of USIA are not only a symbol of this nation's commitment to increased mutual understanding, but a time-tested means of achieving that goal. Indeed, it is a major premise of the Fulbright program that if the structures of peace are to be built on human foundations, then exchanges which strengthen two-way communication and increase mutual understanding are among the necessary building blocks of that foundation. Seen in this light, exchange programs become an essential instrument of foreign policy, not just of the United States, but of all participating countries.

A tenet of the Fulbright program—binational planning and administration—is a daily reminder of the purposes of the Mutual Educational and Cultural Exchange Act of 1961. In 42 countries binational boards of directors translate high-minded ideals into concrete expressions of joint U.S.-foreign commitment to mutual understanding. In more than 30 countries local governments contribute financially to the program. In some countries the foreign contribution not only matches but even exceeds our own. The MECEA of 1961 was designed to encourage cooperation between countries and between countries and private organizations. In 1982 the U.S. government contributed approximately 47 million dollars to the program; foreign governments and private foreign and domestic sources contributed an additional 40–50 million dollars.

USIA is committed to upholding the mutual nature of its exchange programs. A long-term trend favoring grants to foreigners to come to the United States has been checked and is being reversed. (In fiscal year 1982, 74 percent of the Fulbright Program's grants worldwide were going to foreigners.) Grants to American students have been particularly neglected and need to be increased.

We are working to increase the number of opportunities further for American students through new regional programs in Latin America, East Asia and the Near East-South Asia.

USIA also funds administrative expenses for the International Student Exchange Program [ISEP], which provides support for American and foreign undergraduate and graduate students to study outside their own countries. ISEP has grown from an initial ten institutions to a network of 120 in 20 countries. In fiscal year 1984, more than 350 American and foreign students will participate in the program.

Why have more than forty nations signed formal agreements with us recognizing the importance of the Fulbright program? Why do scholars from 80 additional countries eagerly participate? The Fulbright program is more than 5,000 students and scholars travelling abroad each year. It is in fact more than 150,000 academic exchanges since 1948. The Humphrey program, a part of the Fulbright program specifically targeted to Third World countries, has enabled a number of young professionals at mid-career level to come to the United States for a year of study and work-related practical training. Since the program began in 1979, over 300 grantees have participated. One of these Humphrey Fellows is Proces Bigirmana from Burundi, who was at Pennsylvania State University studying Public Administration. Upon his return home he was appointed director for Europe and North America in the Ministry of Foreign Affairs and Cooperation for the Government of Burundi. How did his American experience change him? How will American interests be served? In his case, only time will tell, but previous Humphrey Fellows like Bigirmana have formed an international alumni association, which will eventually have chapters in the more than 80 countries.

The joining together of these young professionals to foster mutual understanding, to recruit new Humphrey fellows, to exchange information in their respective fields of study, and to commemorate their stays in the United States suggests a hidden strength of such exchanges, namely, the establishment of long-term institutional networks that grow out of relatively short-term individual exchanges.

The senior scholar program provides its own examples. Wilton Eckley is a professor in the English Department of Drake University in Iowa. Ten years ago he chose to spend a year teaching American literature to eager Yugoslav students. He also taught them our songs and helped them improve their technique on the guitar. Last year Professor Eckley volunteered to go to Bulgaria to inspire another group of students. He was probably the first visting American professor at the campus of the university in Veliko Turnovo. His students in a provincial Bulgarian city were enriched, as were his American students upon his return to Iowa. Teachers and scholars like Eckley are important not only for what they take with them but for what they bring back.

Among students, numerous examples abound. Richard Westerfield was a U.S. Fulbright student in Romania. So successful has he been in his field of music composition and conducting that he has been invited to return to Romania in the spring of 1984 to conduct orchestras in a number of Romania's major cities. Similarly, Rebecca Huss Ashmore, Fulbright student grantee to Lesotho, was to explore the effects of seasonal fluctuations in food supply and work requirements on the health and productivity of the agricultural labor force. Her work was so innovative and successful that she was asked to participate in a broader study with funds provided by the World Bank to examine traditional health care methods in Lesotho as a basis for health projects the Bank is planning for that country. It is clear that her work will have an immediate impact on the well-being of countless people in that region of the world.

Over 300,000 foreign students in this country are not Fulbrighters. They study at over 2,000 U.S. institutions. The vast majority return home to contribute to their countries' development. What do they take home besides a diploma? Through grants USIA provides to groups like the National Association for Foreign Student Affairs, foreign students, while in the United States, are frequently able to spend time with an American family, to talk about their home countries with local community and religious groups. In the process they learn about us and our culture. They learn that America cannot be understood from inside a classroom or laboratory alone; they understand that English is a language of much greater subtlety than the version contained in their textbooks.

These sketches and the many more we could cite add up to a uniquely American expression of our purpose as a people. How we choose to conduct our public diplomacy differs profoundly from that of other nations.

Its accomplishments are measured in human-sized increments, but it is also a symbol to others around the globe of our commitment to a better world.

The Government's most recent initiative in the exchanges field—The President's International Youth Exchange Initiative—will build on this foundation.

An expanded series of largely privately sponsored exchanges of young people will be the "feeder" system for academic exchange programs. We hope it will stimulate young Americans to pursue foreign language and international studies.

The communities which host young people from abroad or the homes of the young Americans who go abroad will also benefit in modest but significant ways.

The Youth Exchange Initiative is an opportunity to improve and increase all exchanges. It provides a specific focus for various commuity-based groups to rally around. U.S.-sponsored exchanges depend for their success on volunteer effort and in the work of not-for-profit exchange organizations.

The Youth Exchange Initiative, in addition to increasing the number of young people who study abroad each year, will highlight the work of the volunteers and the private sector groups who have long had a commitment to international education.

The interagency Teacher-Text-Technology [TTT] Initiative, currently under consideration, proposes to upgrade the quality of math, science and English education on the secondary level in Africa. During USIA Director Charles Z. Wick's visit to Africa last year, repeated requests were made by African officials for additional help by U.S. Government in this area. An Inter-Agency Working Group [IAWG] was formed, made up of representatives from USIA, USAID, Peace Corps, the National Science Foundation, the Department of Education, and the Department of State, to investigate means of addressing the problems of secondary education in Africa by working directly with secondary school teachers and teacher trainers.

The IAWG reviewed ten proposals and selected five countries as most promising for first-year pilot projects: Liberia, Malawi, Rwanda, Tanzania, and Togo. Two additional countries—Burundi and Sierra Leone—were identified as possible backup candidates.

It is anticipated that the first TTT-related projects will begin in the Fall 1984, involving USIA-fielded personnel (Fulbright grantees, Academic Specialists, USIA English Teaching officers) and Peace Corps Volunteers.

As in the case of the Youth Exchange Initiative, TTT should provide the basis for expansion of traditional Fulbright exchanges in Africa over the medium term by broadening the pool of competitive candidates at the university level and for improving the quality of current and future exchanges with Africa by freeing the program from urgent requests for teachers of math, science and English to stand in for non-existent local staff.

COMPARISON OF UNITED STATES AND SOVIET EXCHANGES

The Soviet Union and its allies now have over 80,000 foreign students studying in their countries at Soviet Bloc expense. Although there are more than 300,000 foreign students in the United States, only about 8,200 of these students are studying here under sponsorship by U.S. Government exchange and developmental assistance programs. (Appendix C provides a country-by-country breakdown of U.S. exchanges data.)

Soviet Bloc efforts concentrate almost exclusively on students from lesser-developed countries. (Appendix E provides summaries of U.S. exchanges and training figures and estimates of Soviet Bloc figures as available for different regions of the world.)

The priority which the Soviet Union gives to its image as a patron of international education is further reflected in the figures for international book publishing: in 1979 the USSR published 83 million books in 153 foreign languages vs. USIA's 581,387 books in fifteen languages. Publishing in the Soviet Union in Spanish alone has been approximately 12.5 million books. Indeed, in each of those years USSR Spanish-language children's books alone exceeded total worldwide USIA efforts in all languages.

There are no data available on the number of Soviets studying abroad, although we estimate the number to be minimal. Estimates of Americans studying abroad are inexact, ranging from a low of 30,000 to a high of 100,000.

Beyond these quantitative comparisons, little additional data are available. We fall back on anecdotal evidence and the inductive assessments of experienced observers.

Foreign students who study in the United States are among the best qualified students studying outside their own countries. We know this because we can compare admissions standards in U.S. colleges and universities with admissions standards abroad. We cannot make similar assessments of foreign students studying in the Soviet Union.

The nature of American and Soviet exchange programs differs significantly. In fact the Soviets do not conduct exchanges in the American sense. They recruit and train students at their expense; there is no attempt at two-way communication.

Our higher education institutions differ dramatically from Soviet institutions. Whatever the quality of education foreign students receive in the Soviet Union, the students are not integrated with millions of domestic students into a decentralized academic structure. They are isolated and segregated.

Our social systems are profoundly different. In our academic exchange programs, and in the open access to knowledge we provide for hundreds of thousands of students who we do not sponsor, the many voices of America speak. It is unlikely that foreign students in the Soviet Union experience either the freedom of inquiry of the dynamic social complexity that characterizes American life.

We at USIA are part of the wide-ranging discussions now taking place in this country on the importance of international education exchange. How many and what kind of exchanges are in the national interest? It is a sometimes confusing chorus of voices. More exchanges are certainly necessary if we are to maintain our international competence. More are necessary if we are to employ one of our strategic resources—our system of higher education—effectively.

In the months and weeks ahead we will have to look carefully at our capacity. Unlike the familiar models of Western Europe, exchanges with the developing world will not increase without Government involvement—our and others. They must be based on clearly defined mutual interests and they must be planned to account for the differences which exist here and abroad.

Finally, I would like to commend Chairman Simon and the other members of the subcommittee for the attention you have given these issues. We stand ready to provide the committee whatever additional assistance and information you might wish to have.

THE CONTENTS OF THE FOLLOWING REPORT SHOULD NOT BE CONSTRUED AS AN AUTHORITATIVE OR COMPREHENSIVE SUMMARY OF ALL INTERNATIONAL EXCHANGE AND TRAINING PROGRAMS OF THE U.S. GOVERNMENT. THE REPORT IS BASED ON DATA SUPPLIED BY AGENCIES AND DEPARTMENTS IN RESPONSE TO A SURVEY QUESTIONNAIRE. THE STATISTICS ARE INCOMPLETE AND THEREFORE SHOULD BE VIEWED AS UNFINISHED RESEARCH, SUBJECT TO REFINEMENT BY MORE FORMAL AND SYSTEMATIC DATA-GATHERING AND ANALYSIS.

ANNUAL REPORT: U.S. GOVERNMENT EXCHANGES

POLICY AND COORDINATION UNIT

1982

TAB A — BACKGROUND

TAB B — U.S. GOVERNMENT EXCHANGES (SUMMARY)

TAB C — MAJOR EXCHANGES PROGRAMS

1. Peace Corps
2. Agency for International Development (AID)
3. Department of Defense (DOD)
4. Department of Education (DED)
5. Health and Human Services (HHS)
6. National Science Foundation (NSF)
7. U.S. Information Agency (USIA)

TAB D — OTHER AGENCIES EXCHANGE ACTIVITIES

ANNUAL REPORT: U.S. GOVERNMENT EXCHANGES

POLICY AND COORDINATION UNIT

1982

I. BACKGROUND

USIA's Exchanges Policy and Coordination Unit (E/AAX) was established in 1978 to carry out the Agency's Presidential mandate to "coordinate the international information, educational, cultural and exchange programs conducted by the U.S. government" and to serve as "a governmental focal point for private U.S. international exchange programs." This was a new office and unlike any that came into USIA from the Bureau of Educational and Cultural Affairs (CU). However, it represented only the most recent attempt in a long history of interagency activities designed to expand data-sharing among federal exchange and training programs and to coordinate programs of common interest.

Since the office was created, the E/AAX staff has attempted to determine the limits of coordination and decide what efforts would be most beneficial to U.S. government agencies and private sector organizations engaged in international exchange activities. For the most part, E/AAX has been guided by the recommendations of the General Accounting Office in its report of July 24, 1978, entitled "Coordination of International Exchange and Training Programs — Opportunities and Limitations." In that report, the GAO stated that "a permanent interagency mechanism supported by a full-time staff and an interagency data bank to coordinate U.S. exchanges and training programs was overelaborate."

GAO's report about the limits of coordination did not, however, suggest that interagency cooperation and coordination were unnecessary. Rather, the GAO suggested "that what is needed to perfect meaningful coordination appears to be more modest and more manageable than some of the efforts and proposals of recent years." E/AA accepted the GAO recommendation that the Agency take advantage of opportunities to pursue its role as coordinator of information on federal exchange programs.

Six activities constituted the core of a modest, respectable U.S. Government coordination effort in the area of exchanges, according to the GAO report. Of the six, three involve the compilation of what are essentially directories and short-term lists, one a computerized data system. Of the remaining two recommendations, one focuses on better field-level cooperation at posts overseas, the other on better information sharing at the Washington level, utilizing periodic and targeted conferences.

The principal functions of the Coordination Unit are data collection, limited interagency working groups on specific exchange matters, and clearance of U.S. government officials travelling under the aegis of foreign governments. The utilization of collected data in compiling individual country profiles of USG exchanges, special statistical reports for various Agency elements, Congressional committees, and other Agencies and Departments also represented major E/AAX activities.

II. U.S. GOVERNMENT EXCHANGES

The principal international educational, cultural and scientific exchange programs of the U.S. Government have fluctuated somewhat erratically during the period of the past five years, with the correlation between funding levels and actual numbers of exchanges impossible to establish with any degree of logic:

	FY-1978	FY-1979	FY-1980	FY-1981	FY-1982
Estimated Dollars (in millions)	$743.5	627.0	597.5	536.2	504.3
Participants	37,4	37,350	43,409	34,997	45,368

The peak year in terms of federal funding was 1978. Yet, despite substantially lower levels of funding, FY-1980 and FY-1982 figures show the largest numbers of participants. Several explanations may lie behind these anomalies. Shifts in types of exchanges may explain greater numbers per dollar. Clearly, some types of exchanges are simply more expensive. Inconsistencies in definition and in the reporting of data are legion. Counterpart funding of a complementary nature on the part of participants or their governments may be another factor. Finally, in some programmatic categories at least, the infrastructure supporting exchange remains at the same relative cost levels, whether fifty or one hundred persons are ultimately involved.

Cumulative figures for the major USG agencies appear here in Table I.

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U.S. Government Exchanges

TABLE I

Principal International Educational, Cultural and Scientific Exchange Programs (U.S. Government)

	Fiscal Year 1978		Fiscal Year 1979		Fiscal Year 1980		Fiscal Year 1981		Fiscal Year 1982	
	Dollars (in millions)	Participants	Dollars (in millions)	Participants	Dollars (in millions)	Participants	Dollars (in millions)	Participants	Dollars (in millions)	Participants
Peace Corps	65.4	6,019	73.5	5,723	74.5	4,928	105.0	5,000	105.0	5,367
AID: Office of International Training (Participant Training Program)	29.0	7,052	50.0	7,400	50.0	10,368	69.7	9,088	72.0	8,767[1/]
DOD: International Military Education and Training (IMET)	31.5	4,542	28.0	2,002	25.0	1,986	28.4	4,811	42.0	5,843
Foreign Military Sales Program (FMS)	540.3	6,793	387.9	8,843	343.2	7,612	243.9	4,156	164.9	10,888[2/]
Department of Education Fulbright Hays Programs Abroad and Specific Currency	5.2	2,586	5.4	2,900	4.3	2,637	4.6	2,338	4.6	1,338
Health and Human Services	10.2	862	12.1	899	18.2	3,731	18.6	1,050[3/]	24.2	3,254[4/]
National Science Foundation and SPC Program	10.4	3,668	10.8	3,400	11.9	3,400	10.6	3,000	10.1	2,108
USIA	51.5	5,957	59.3	5,183	70.4	8,747	55.4	5,554	81.5	7,803 [5/]
	743.5	37,479	627.0	37,350	597.5	43,409	536.2	34,997	504.3	45,368

1. All AID figures include Third Country Training
2. Large numbers of trainees due to larger number of less expensive training courses offered this year, and large 3rd country level programs with shorter training courses.
3. Statistics for National Institutes of Health only
4. Includes statistics from the Public Health Service, Office of Human Development Service and Social Security Administration
5. Includes statistics from East-West Center and American Participants

NOTE: Peace Corps, AID, DOD, Education, HHS, NSF and USIA taken together constitute approximately 90% of all USG exchange programs.

Some trends are immediately apparent and in some instances constitute cause for concern or indicate a need for further analysis.

What follows is documentation of the data collected from each U.S. Government Agency or Department engaged in international exchanges in Fiscal 1982. The information for each includes: a) funding levels and numbers of participants for FY-1981 and FY-1982, plus projected budgets for FY-1983; b) a brief statement on the legislative mandate governing the agency or department's activities; c) a description of the exchange programs administered; and d) statistics for FY-1982 by geographic areas and/or programs.

Attachments to this report include: 1) a copy of the Survey Questionnaire used to collect FY-1982 data, 2) a sample country matrix, and 3) a copy of the pilot country profile on Kenya to indicate the type of country profiles the Coordination Unit is preparing.

C.

AGENCY: PEACE CORPS

FUNDING:

FY -1981 $105 Million
5,000 Volunteers

FY-1982 $105 Million
5,367 Volunteers

FY-1983 $109 Million (Projected)

Geographic Area: Africa, Latin America, North Africa, Near East, Asia and Pacific

LEGISLATIVE MANDATE:

The Peace Corps was established by Executive Order on March 1, 1961. The Peace Corps Act, subsequently passed by Congress, outlined what has come to be known as the "Three Goals" of the Peace Corps:

1) to provide skilled assistance to the peoples of interested countries, particularly the developing countries;

2) to foster understanding of the United States by other nations; and

3) to promote a greater understanding of the world and other cultures among the American people.

PROGRAM DESCRIPTION:

Since 1961 over 90,000 Americans have served in the Peace Corps. Today, approximately 5,400 volunteers (PCVS) serve at the request of 60 "host countries" around the world. Peace Corps has shifted its emphasis during the Reagan Administration to a) promoting competitive enterprise development; b) reorienting family services to encourage self-sufficiency; and c) recruiting older Americans and persons with specific skills to provide jobs-creating training.

Peace Corps Volunteers are not employees of the United States Government. They usually serve a two-year term in the host country after training in language, cross-cultural awareness, and "appropriate technology" skills. Volunteers receive a small monthly living allowance and a readjustment on projects which use their skills in a number of areas including agriculture, fisheries, forestry, nutrition, health care, math and science education, vocational education, and small business development.

After the much-publicized years of early expansion by the Peace Corps, host countries began requesting specific skills from Volunteers, which caused a dramatic decrease in numbers and budget. Under President Reagan's Administration Peace Corps has been re-established as a separate agency (it had been part of Action since 1971) and the declining budget trend has reversed, reflecting initiatives in voluntarism and private enterprise. The increased funding level will enable the Peace Corps to enter Haiti for the first time in twenty-one years, as well as to consider other countries' requests for expanding Volunteer assistance.

Peace Corps Volunteers by Geographic Area
Fiscal Year 1982

Africa	2,409
Latin America	1,421
North Africa, Near East, Asia and Pacific	1,537
Total	5,367

Those countries receiving the largest numbers of Volunteers in FY-82 were: the Philippines (392), Ecuador (374), Kenya (317), and Zaire (259).

AGENCY: AID

FUNDING:

FY-1981 $69.7 Million
9,088 Participants

FY-1982 $72.0 Million
8,767 Participants

FY-1983 $75 Million (Projected)

Geographic Area: Worldwide

LEGISLATIVE MANDATE:

AID's Participant Training Program, funded under the Foreign Assistance Act of 1961 as amended, provides for technical and academic training for foreign nationals participating in development projects in developing nations.

PROGRAM DESCRIPTION:

The Participant Training Program assists in upgrading the educational and human resources of those less developed countries that are assisted by AID programs, in order to further their national development efforts by extending educational opportunities at all levels from primary through higher education, and by increasing manpower training in skills related to development. Participants generally come from the government, industry, or the academic world of their countries and most are already skilled in their professions. They are selected jointly by officials of their own government and by AID personnel in the country concerned; and they receive academic and/or technical training in the U.S., in their own country, or in third countries. Participants agree to return to their country to work for two or more years in their specific fields for each year in AID training and to share their education and knowledge in developing and implementing new programs.

Participant training is divided into "academic" and "technical", with academic training defined as that which takes place in an accredited institution of higher learning and leads to a degree. Associate (two-year) and bachelor (four year) degree programs are the exception in AID with more emphasis being placed on Masters and PhD programs. AID's policy has been to fund a participant through only one degree.

Training not leading to an academic degree is classified as technical. Technical training includes observational visits, on-the-job training, special programs and seminars and, in some few cases, training in an academic institution not leading to a degree.

Technical activity fields of training (both academic and technical) include agriculture, education, public administration, health, population and family planning, and industrial areas.

Much of the training of foreign nationals is managed by the Office of International Training, Bureau for Science and Technology (ST/IT), with most of the programming, placement, and support services for participants handled by ST/IT contractors. These services include the orientation, placement, monitoring, and evaluation of participants, and the provision of health insurance and counseling services for participants. Other AID training is performed through mission or host country sponsored contracts with U.S. institutions and organizations. These contracts are related to specific development projects agreed upon by the host government and the U.S. AID mission in that country, and cover broad development objectives with training frequently being only one element. These contractors usually assume full responsibility for the timing and quality of the training programs in accordance with AID training regulations and procedures. The Office of International Training provides some support services to contractor sponsored participants.

AID's Participant Training Program
Fiscal Year 1982

Geographic Area	Academic Trainees	Technical Trainees	Total
Africa	2,060	1,100	3,160
Latin America	274	1,071	1,345
Near East & South Asia	952	1,637	2,589
Asia	758	900	1,658
	4,044	4,708	8,752
Region Unidentified			15
Total			8,767

The five countries in which AID provided the largest numbers of participants in FY-1982 were: Egypt (1,448), Indonesia (579), Kenya (317), Yemen Arab Republic (279), and Morocco (279).

NOTE: The above statistics include all categories of training during FY 1982 including Third Country Training

AGENCY: DOD

A. FUNDING: International Military Education and Training

FY-1981 $28.4 Million
4,811 Participants

FY-1982 $42.0 Million
5,843 Participants

FY-1983 $45.0 Million (Projected)

Geographic Area: Worldwide

B. FUNDING: Foreign Military Sales (Foreign Governments)

FY-1981 $243.9 Million
4,156 Participants

FY 1982 $164.9 Million
10,888 Participants

FY 1983 $222 Million (Projected)

Geographic Area: Worldwide

LEGISLATIVE MANDATE:

The International Military Education and Training Program (IMET) and the Foreign Military Sales Program (FMS) remain the cornerstones of the Department of Defense's sponsored exchanges. The training is authorized under Section 541 of the Foreign Assistance Act of 1961, and is meant to support the foreign policy objectives of the U.S. by providing an effective and relatively inexpensive contribution to the military strength of friendly countries.

PROGRAM DESCRIPTIONS:

The IMET Program provides education and training to military and related civilian personnel of friendly countries on a grant basis. Although the thrust behind these programs centers on military security needs explicitly directed toward broad U.S. national interests, significant cultural benefits are also derived. Through these programs, citizens of other countries and U.S. military personnel gain mutual understanding that contributes to the achievement of U.S. foreign policy objectives. The FMS program includes provision of training to friendly countries with adequate wealth to maintain and supply their own military forces or assume a larger share of these costs.

The specific objectives of these training programs are as follows:

1. To create skills needed for effective operation and maintenance of equipment acquired from the U.S.;

2. To assist the foreign country in developing expertise and systems needed for effective management of its defense establishment;

3. To foster development by the foreign country of its indigenous training capability;

4. To promote military rapport with the armed forces of the foreign country; and

5. To foster better understanding of the U.S., including its people, political system, and other institutions.

Funding for the IMET program rose sharply in FY-1982 as the effectiveness and importance of the program received recognition from both the executive and the legislative branches. The FMS program is funded by foreign governments from their own national funds or from FMS credit programs.

International Military Education and Training Program

	FY - 1982
Africa	481
Latin America	2,774
East Asia	1,095
Near East and South Asia	1,129
Europe	364
	5,843

The largest number of trainees came from Colombia (658), followed by Peru, Honduras and Egypt (over 300 each), and Thailand, Philippines, Ecuador and Korea (over 200 each).

Foreign Military Sales Program

	FY - 1982
Africa	308
Latin America	1,537
East Asia	2,497
Near East and South Asia	3,409
Europe	3,137
	10,888

The number of FMS trainees rose sharply in FY-82. The following countries led in numbers of trainees: Japan (1,793) Saudia Arabia (1,563), El Salvador (1,439), Federal Republic of Germany (1,374), and United Arab Emirates (1,042).

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AGENCY: DEPARTMENT OF EDUCATION

FUNDING:

FY-1981 $4.6 Million
2,338 Participants

FY-1982 $4.6 Million
1,338 Participants

FY-1983 $4.6 Million (Projected)

Geographic Area: Worldwide

LEGISLATIVE MANDATE:

The Department of Education Organization Act of October 17, 1979, authorized the establishment of the Department of Education which came into existence on May 4, 1980. In the new Department, all exchange programs are administered under either the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays) Section 102(b)(6), or Title VI of the National Defense Education Act (NDEA) of 1958, now Title VI of the Higher Education Act.

PROGRAM DESCRIPTIONS:

--The TEACHER EXCHANGE program provides opportunities for elementary and secondary school teachers, and, in some cases, college instructors and assistant professors to teach outside the United States. Various arrangements are made by the U.S. Government with other countries to provide for a direct exchange or a one-way placement of teachers.

--The GROUP PROJECTS ABROAD program provides grants to U.S. educational institutions or non-profit educational organizations for training, research, advanced foreign language training, curriculum development, and/or instructional materials preparation or acquisition in international and intercultural studies. Participants may include college and university faculty members, experienced elementary and secondary school teachers, curriculum supervisors and administrators and selected higher education students specializing in foreign language and area studies.

--The DOCTORAL DISSERTATION RESEARCH ABROAD program provides assistance for graduate students to engage in full-time dissertation research abroad in modern foreign language and area studies. Designed to develop research knowledge and capability in world areas not widely included in American curricula, the program aids prospective teachers and scholars who wish to conduct orginal research in their area of specialization and to enhance their knowledge of the region, its people, and its language(s).

--The FACULTY RESEARCH ABROAD program offers opportunities for research and study in foreign language and area studies. It is designed to help higher education institutions strengthen their international studies programs by assisting key faculty members to maintain expertise, update curricula, and improve teaching methods and materials.

—The FOREIGN CURRICULUM CONSULTANT program brings experts from other countries to the U.S. for an academic year to assist selected American educational institutions in planning and developing their curricula in foreign languages and area studies. State departments of education, large school systems, smaller four-year colleges with teacher education programs, and groups of community colleges are given priority in securing consultants' services.

Fulbright-Hays Program

Programs	Fiscal Year 1982 Costs	Participants
Teacher Exchange Program	$680,589	210 U.S.
	-355,589 @	209 Foreign
	$325,000	419
Group Projects Abroad	1,600,000	756 U.S.
Doctoral Dissertation Abroad	1,720,000	95 U.S.
Faculty Research Abroad	720,000	53 U.S.
Foreign Curriculum Consultant	211,000	15 Foreign
TOTALS	$4,576,000	1,338

@ Reimbursed by USIA

Geographically, the above programs break down as follows:

Teacher Exchange Program

Area	Participants
Africa	-
Latin America	-
East Asia	2
Near East and South Asia	-
Europe	417
	419

Group Projects Abroad

Africa	57
Latin America	47
East Asia	163
Near East and South Asia	198
Europe	291
	756

Doctoral Dissertation Abroad

Africa	16
Latin America	12
East Asia	26
Near East and South Asia	18
Europe	23
	95

Faculty Research Abroad

Africa	1
Latin America	5
East Asia	11
Near East and South Asia	8
Europe	28
	53

Foreign Curriculum Consultants

Africa	5
Latin America	1
East Asia	4
Near East and South Asia	3
Europe	2
	15

GRAND TOTAL	1,338

AGENCY: HEALTH AND HUMAN SERVICES

FUNDING (All Sources):

FY-1981 $18.6 Million)Statistics
)for NIH only
1,050 Participants)

FY-1982 $24.2 Million)Statistics
)for entire
3,254 Participants)Department

FY-1983 $20.0 Million (Projected)

Geographic Area: Worldwide

LEGISLATIVE MANDATE:

There are three principal components of the Department of Health and Human Services (HHS) which are engaged in international activities, including exchanges of experts. These components are: (1) the Public Health Service (PHS); (2) Office of Human Development Services (HDS); and (3) Social Security Administration (SSA), operating under the legislative authority of the Public Health Service Act of 1944, as amended, and The Foreign Assistance Act of 1961, as amended. HHS is a domestic agency and its international activities are a clear reflection and an outgrowth of its domestic responsibilities.

PROGRAM DESCRIPTIONS:

Alcohol, Drug Abuse, and Mental Health Administration (PHS): ADAMHA is concerned with the determination of the causes, treatment, prevention and control of mental and emotional illnesses and related public health problems of substance abuse. ADAMHA provides the following exchange opportunities:

Visiting Program - Highly qualified foreign scientists are invited to work as visiting scientists at ADAMHA Institutes. Visiting scientists engage in research and work in paid staff positions.

Guest Workers - ADAMHA receives guest workers, when expenses are paid by outside sources. Laboratory/work space is provided.

Centers for Disease Control (CDC):
Concerned with protecting the health of the American people through control of diseases, the CDC cooperates internationally on: (1) operational research to enhance new knowledge; (2) training of indigenous personnel to enhance local capabilities; (3) reduction and prevention of morbidity and mortality. Exchange/training opportunities include:

Training Overseas by CDC Experts - includes such topics as epidemiology, diagnosis of selected infectious diseases, mycology, improving laboratory methodology. Training is provided in response to requests of foreign governments, either directly or through WHO or AID.

Visiting Scientists - CDC provides specialized training, work experience or consultation for foreign scientists and health officials who visit the Center. They attend formal courses, participate in conferences, or consult with staff on various aspects of disease control and prevention. Training may be sponsored by foreign governments and universities, AID, international organizations, or foundations. CDC does not make visiting scientist awards. Over 400 foreign scientists and health officials visit CDC each year.

Food and Drug Administration (FDA):
FDA's mission is to protect the health of the American people by assuring the safety and efficacy of drugs and medical devices, and the sanitary quality of foods. FDA provides the following international exchange or training opportunities:

Training in Foreign Countries - FDA, as required to further its regulatory programs, holds workshops to train foreign nationals in such topics as testing of shrimp or other food products for sanitary quality, food and drug laws, and other areas germane to FDA's mission.

Visiting Scientists - FDA accepts up to five foreign visiting scientists each year to fulfill specific research needs in FDA laboratories or programs. Participation is by invitation, based on specific research needs of the FDA. Participants fill salaried FDA positions.

Guest Workers - FDA will accept foreign guest workers in its laboratories, when the expenses of the workers are paid from other than FDA sources — foreign government or institution, international organization, foundation, etc.

Health Resources and Services Administration (HRSA):
Provides leadership related to resolution of problems associated with the distribution, access to, and improvement of U.S. health resources, including health planning and manpower development and the delivery of services.

Training in Foreign Countries - Provides training overseas in such areas as emergency medical services under reimbursable agreements.

Exchange Opportunities - Limited faculty and student exchanges provided for under program in Egypt, which involves three U.S. and three Egyptian medical schools and a U.S. private volunteer organization.

Guest Workers - Guest workers or visiting scientists accepted at HRSA facilities (e.g. Indian Health Services facilities, National Hansen's Disease Hospital) when expenses paid through non-HRSA resources.

AID Participant Trainees - Under Resources Support Services Agreement with Agency for International Development provides for training of foreign nationals in the health field either in DHHS facilities or other U.S. institutions. Participants are selected by their own governments and referred to HRSA through AID channels.

WHO Fellowships - Administers, on behalf of the PHS, the WHO Fellowship Program. This includes awards to U.S. nationals seeking fellowships and facilitating placement of fellows from other countries, who are referred to PHS through the Pan American Health Organization.

National Institutes of Health (NIH):
The principal biomedical research institute of the U.S. Government. NIH consists of 10 categorical institutes, the National Library of Medicine, and other related support units. Exchange/training opportunities offered are the following:

Opportunities for Foreign Scientists:

Fogarty Scholars in Residence - "World Class" distinguished scientists are invited to NIH for up to one year to engage in research on topics of contemporary importance in biomedical research. Awards include salary and are by invitation only.

International Research Fellowship Program - Promotes collaborative biomedical research between U.S. and foreign scientists and offers foreign scientists, in the formative stages of their careers, the opportunity to work with senior U.S. scientists in medical institutions in the U.S. Nominations are made to the Fogarty International Center, NIH, by national nominating committees of participating countries.

Visiting Program: Fellows, Associates, Scientists - participants are foreign scientists who are invited by an NIH investigator who will sponsor the visitor's research. Applicants must have a doctoral degree or the equivalent and have postdoctoral experience. Stipend is based on experience/qualifications. Approximately 900 participants annually. Administered by the Fogarty International Center on behalf of the NIH Institutes.

Guest Researchers - Foreign scientists are invited to use NIH intramural facilities, but researchers must have their own source of support.

International Fellowships in Neurosciences and in Tropical Diseases - Qualifications and terms are similar to the International Research Fellowship Program. The Neurosciences program stresses convulsive disorders and cerebrovascular disorders. The Tropical Diseases Program stresses malaria, schistosomiasis, filariasis, trypanosomiasis, leprosy and leishmaniasis.

Opportunities for U.S. Scientists:

Senior International Fellowship Program - Outstanding U.S. faculty members in midcareer are provided an opportunity to study abroad. Program administered by Fogarty International Center, NIH.

French, Swedish, Swiss and German Fellowships for U.S. scientists administered by the Fogarty International Center.

Opportunities for U.S. and Foreign Scientists under Bilateral Agreements:

U.S.-USSR Exchange in Health Sciences - Under Health Agreement with the USSR, each country is entitled to up to five man-months of exchanges each year in the health sciences. Sending side pays transportation and receiving side pays local expenses. Salary not included. The program is administered by the Fogarty International Center on behalf of the Public Health Service.

U.S.-Romania Scientist Exchange - Under bilateral agreement for scientific and cultural exchange, health experts exchanged on the basis of reciprocity. The program is administered by the Fogarty International Center on behalf of the Public Health Service.

National Center for Health Statistics (NCHS):

The NCHS collects, analyzes and disseminates health statistics on health status, health needs and resources to meet domestic health program needs. It also cooperates internationally through research and expert consultations.

Training Overseas - At the request of foreign governments through AID or international organizations, NCHS staff provide training in vital statistics improvement.

Visitors and Guest Workers - NCHS receives foreign visitors for short periods of time or guest workers who can contribute to NCHS program objectives and who have their own source of support.

OFFICE OF HUMAN DEVELOPMENT SERVICES

Programs of the Office of Human Development Services (OHDS) focus on public welfare policy and planning, and organization of community services. They are concerned with special groups such as the aging, children and the disadvantaged. The OHDS does not have any formal exchange visitor programs, but they do receive foreign visitors and guest workers.

SOCIAL SECURITY ADMINISTRATION

The Social Security Administration (SSA) is concerned with the operation of the United States Government's Social Security System. SSA is engaged in comparative studies of social security systems in other countries and of social security policy issues. SSA does not have any formal exchange programs, although they receive many foreign visitors and are willing to receive guest workers from other countries.

PUBLIC HEALTH SERVICE

1. National Institutes of Health International Exchange Programs

PROGRAM	Fiscal Year 1982 Costs	Participants
Fogarty Scholars in Residence	$485,283	16
International Research Fellowships	3,070,000	98
Visiting Program	16,834,000*	882
Guest Researchers	-0-	419
Senior Int'l Research Fellowships Abroad	594,000	31 U.S.
French, Swedish, Swiss, German Fellowships for US Scientists	143,000**	8 U.S.
East-West Health Scientists Exchange	89,568**	22 U.S.
	89,568	22 Foreign
SUBTOTALS	$21,305,419	1,498

*Includes Alcohol, Drug Abuse and Mental Health Administration
**Foreign Government Funded

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2. Food And Drug Administration

PROGRAM	FY-1982 Costs	Participants
Visiting Scientists	$423,000	30
Foreign Visitors	-0-	94
SUBTOTALS	$423,000	124

3. Centers for Disease Control

PROGRAM	FY-1982 Costs	Participants
Visiting Scientists	$1,002,485 (US)	641
	67,724 (Other)	
SUBTOTALS	$1,070,209	641

4. Health Resources and Services Administration

PROGRAM	FY-1982 Costs	Participants
WHO Fellowships		
Foreign Participants	$1,251,000	381
U.S. Participants	59,000	79
SUBTOTALS	$1,310,000*	460

*Funding from International organization.

OFFICE OF HUMAN DEVELOPMENT SERVICES

PROGRAM	FY-1982 Costs	Participants
International Visitors	$15,000 (US)	228
	50,000 (Other)	
SUBTOTALS	$65,000	228

SOCIAL SECURITY ADMINISTRATION

PROGRAM	FY-1982 Costs	Participants
International Visitors	$79,700	303
GRAND TOTALS	$24,253,328	3,254

A geographic look at HHS programs follows:

Public Health Service

1. NIH Programs (Includes Alcohol, Drug Abuse and Mental Health Administration - ADAMHA)

The following are funded programs which enable foreign and American scientists to conduct collaborative research in the biomedical sciences.

Geographic Area	Participants U.S.	Foreign
Africa		14
Latin America	1	51
East Asia	1	308
Europe	34	433
Near East and South Asia	3	185
	39	991

NIH and ADAMHA make research and study facilities available to qualified scientists who are supported by home institutions and foreign and domestic foundations to facilitate the development of worldwide resources in biomedical sciences.

Geographic Area	Participants
Africa	4
Latin America	31
East Asia	103
Europe	248
Near East and South Asia	33
	419

The East-West health scientists exchange is conducted on a cost sharing basis with selected Eastern European countries. The Fogarty International Center administers the program on behalf of the entire PHS. Exchanges cover the spectrum of PHS interests, but are concentrated in the biomedical sciences. In FY-82 44 scientists from the U.S. and Hungary, Poland, Romania, USSR and Yugoslavia participated in this program for the study of health problems that are of mutual interest and importance, and that lend themselves to a cooperative approach for maximum benefit.

2. Food and Drug Administration

FDA invited 30 foreign nationals to participate in its Visiting Scientist Program. This program is designed to fulfill research needs in FDA laboratories or programs. Salaries are paid by FDA, but all other expenses are borne by foreign governments, international organizations, etc. Participants perform highly specialized services in scientific, medical or other fields related to the health missions of FDA. Geographic areas represented were East Asia-15, Europe-10, Near East and South Asia-4, and American Republics-1.

FDA received 94 foreign nationals under its Foreign Visitors Program. Participants are funded by foreign governments, international organizations, and the private sector. They receive training for 2-6 months in all areas covered by the FDA. Visitors come from all geographic areas — the largest numbers from Europe (36) and Latin America (18).

3. Centers for Disease Control

The Training and Development Program of the CDC sponsored 632 foreign nationals. This program provides training experiences, including orientation, courses, and applied laboratory projects or program actitives in methods of transferring disease control and preventive health technology.

Geographic Area	Participants
Africa	129
Latin America	88
East Asia	148
Europe	197
Near East and South Asia	70
	632

4. Health Resources and Services Administration

World Health Organization Fellowships

Geographic Area	Participants	
	U.S.	Foreign
Africa	7	8
Latin America	5	56
East Asia	21	207
Europe	36	36
Near East and South Asia	10	74
	79	381

Office of Human Development Services

International Visitors and Guest Workers

Geographic Area	Participants
Africa	42
Latin America	17
East Asia	30
Europe	115
Near East and South Asia	24
	228

Social Security Administration

International Visitors and Guest Workers

Geographic Area	Participants
Africa	55
Latin America	51
East Asia	98
Europe	73
Near East and South Asia	26
	303

AGENCY: NATIONAL SCIENCE FOUNDATION

FUNDING:

FY-1981 $10.6 Million
3000 Participants

FY-1982 $10.1 Million
2,108 Participants

FY-1983 $ 9.1 Million (Projected)

Geographic Area: Worldwide

LEGISLATIVE MANDATE:

The National Science Foundation (NSF) is an agency of the Federal Government established by the NSF Act of 1950 to promote and advance scientific progress in the United States. The Foundation fulfills this responsibility primarily by sponsoring scientific research, encouraging and supporting improvements in science education, and fostering scientific information exchange. The Foundation is authorized and directed to foster the exchange of scientific information among scientists in the United States and foreign countries.

PROGRAM DESCRIPTIONS:

The main purpose of the Foundation's programs is to support the scientific research and related activities of U.S. scientists and organizations. The organizations are usually colleges and universities. The activities often require and involve intellectual exchange with scientists of other countries. Some activities can be called "training" because they contribute to the professional development of U.S. and foreign participants. A U.S. institution may receive a research grant from the Foundation that includes support for scientific work to be performed in another country by one of its staff members. Or, as a result of an NSF grant, a U.S. university may employ graduate research assistants on a research project who are foreign nationals studying in the U.S.

The Foundation also has programs of primarily international character. The Foundation is authorized to initiate and support scientific activities in connection with matters related to international cooperation and provides support to U.S. institutions for research that is to be conducted abroad. Although authorized to support basic research conducted by foreign institutions, it rarely does so except with awards of special foreign currency.

NSF programs of primarily international character include: cooperative science programs in Latin America; United States-France exchange of scientists; United States-India exchange of scientists; and cooperative science programs with Romania, Hungary, Poland, Yugoslavia, Czechoslavakia, Bulgaria, and until 1982 the Soviet Union.

Cooperative Science Programs

Area	FY-1982 U.S.	Foreign
Africa	9	7
Latin America	196	5
East Asia	558	69
Europe	542	94
Near East and South Asia	12	0
	1,317	175

Special Foreign Currency

Country	FY-1982 U.S.	Foreign
Egypt	2	1
India	454	52
Pakistan	90	17
	546	70

AGENCY: UNITED STATES INFORMATION AGENCY

FUNDING

FY-1981 $55.4 Million
5,554 Participants

FY-1982 $81.5 Million
7,803 Participants

FY-1983 $73.5 Million (Projected)

Georgraphic Area: Worldwide

LEGISLATIVE MANDATE:

USIA administers exchange programs under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) to "increase mutual understanding between the people of the U.S. and the people of other countries." A Presidentially appointed Board of Foreign Scholarships, established by Congress under the Fulbright-Hays Act, oversees the program operations and approves selection of students, teachers, scholars, and individuals in the professions who accept exchange grants to come to the U.S. or American citizens who go abroad for similar exchange purposes.

PROGRAM DESCRIPTIONS:

1. Academic — The Fulbright Program involves the annual exchange of approximately 1,500 U.S. and foreign pre-doctoral students, approximately 800 elementary and secondary school teachers conducted by the Department of Education, and approximately 1800 senior scholars both foreign and American. The academic exchange program is supervised by the Presidentially appointed, twelve-member Board of Foreign Scholarships. The academic exchanges contain many other programs for students, teachers and scholars, including the Hubert H. Humphrey North-South Fellowship Program under which mid-career professionals from Third World countries receive a year of specially designed graduate level training at selected U.S. universities.

2. International Visitors — Each year approximately 3,500 foreign leaders in such fields as government, labor, mass media, sciences and education participate in the International Visitor Program generally for periods of up to 30 days. About 2,000 of these visitors come voluntarily at their own expense, while the remaining 1,500 are fully or partially funded by USIA. Approximately one-half participate in group projects. The others have individually tailored programs.

3. Private Sector Cooperation — To meet the challenge of increasing understanding abroad of U.S. society and policies at a time of budgetary decreases, the Agency has involved the American private sector more directly in its work. An effort has been initiated to establish advisory panels of private citizens to assist the Agency in recruiting volunteers from the outside to donate talent, funding and expertise to address its needs.

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4. President's International Youth Exchange Initiative — This is a cooperative undertaking between the U.S. Government and the private sector to expand international exchanges of young people 15 - 19 years old. The first step will increase numbers of exchanges among Canada, the Federal Republic of Germany, France, Italy, the UK, Japan and the US. Later, the program will expand to include other areas of the world.

5. East-West Center — The Agency serves a liaison function with the Center for Cultural and Technical Interchange between East and West in Hawaii. This autonomous institution of learning for Americans and for the peoples of Asia and the Pacific promotes understanding through cooperative programs of research, study and training.

6. American Participants — In response to specific requests from its posts, USIA sends approximately 600 selected Americans overseas for short-term speaking programs. These Americans help inform experts abroad of developments in the U.S. in economics, foreign policy, political and social processes, the arts and humanities, and science and technology.

7. Academic Specialists — Also in response to requests from its overseas posts, USIA sends roughly 100 American specialists abroad to consult with and advise foreign counterparts in such fields as American studies, English teaching, and education.

USIA FY-1982

		Funding Level	Participants	
1.	Academic Programs			
	U.S. Lecturers	$7,745,995	468	
	U.S. Researchers	2,892,554	225	
	U.S. Teachers	574,281	116	
	U.S. Students	3,147,319	379	
	U.S. Specialists	372,151	95	
	Foreign Lecturers	2,685,798	263	
	Foreign Researchers	5,007,113	561	
	Foreign Teachers	907,566	144	
	Foreign Students	6,950,526	1,017	
	Foreign Specialists	187,028	36	
	Foreign Students (Humphrey)	2,015,600	95	
2.	International Visitor Program	18,053,531	1,690	
3.	Private Sector Programs	7,371,088	250	
4.	Youth Exchange Programs	1,364,080		Funds given at end of August 1982, primarily for start-up costs. Measureable results in terms of participants anticipated at end of FY-83.
5.	East West Center	20,665,000	1,917	
6.	American Participants	1,523,447	547	
	TOTALS	$81,463,077	7,803	

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III. ACTIVITY OVERVIEW FOR SELECTED FEDERAL AGENCIES INVOLVED IN SPONSORING INTERNATIONAL EXCHANGES

A second tier of federal agencies is actively involved in sponsoring international exchanges. Without going into excessive detail, some programmatic highlights will be mentioned in this section. It is not currently possible to include all the agencies in this category as E/AAX is still in the process of obtaining raw data and analyzing it. Second tier federal agencies account for roughly 12% of all participants in USG exchanges and 10% of all resources.

A brief overview of several agencies follows here:

DEPARTMENT OF COMMERCE

The National Bureau of Standards (NBS), with funding from international organizations and other countries, or as part of Agreements or Protocols for Cooperation, brings members of the staff of institutions of many other countries to NBS to engage in cooperative research, to train the guests from other countries in NBS techniques, and to open channels of communication between NBS and institutions from other countries. (This training and research is usually at the PhD level in the areas of physical science and engineering). NBS also provides opportunities for study and/or research abroad for 2 weeks to 2 years for NBS specialists when appropriate as part of their long-term training in fields relevant to the work of the NBS.

For Fiscal Year 1982, 47 foreign research scienctists participated in the various programs sponsored by the NBS. USG funding totalled $270,142 with the remaining support ($270,059) coming from foreign governments, international organizations, and the private sector.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

The Department of Housing and Urban Development is authorized to exchange information with foreign countries under Section 604 of the Housing Act of 1957 as amended. A significant number of exchanges are conducted under the auspices of the Department, although none is financially supported by the U.S. Government. With few exceptions the visitors are from government agencies or bodies authorizing or administering programs in housing, planning, urban development, or energy in their countries, or are political appointees of these agencies. HUD does administer bilateral and multilateral programs with small budget allowances (travel, translations, printing) for its own personnel. The Department's major bilateral agreements are with the PRC, Canada, Mexico, and to a lesser extent the Soviet Union. HUD is also required to participate in certain programs of OECD, the UN Economic Commission for Europe, and the UN Commission on Human Settlements. Expenses are limited to Departmental representation.

In FY-1982 the Department received 353 foreign visitors from 41 countries. HUD personnel travelling overseas as part of exchange teams, seminar participants, etc., totalled 56 travelling to 21 countries. The largest number of visitors came from UK (44), followed by Nigeria (40), Iceland, France, Japan and Sweden (29-30 each).

DEPARTMENT OF INTERIOR

The Department's international activities fall into four major areas: (1) foreign technical assistance, (2) foreign trade and tariffs, (3) international organizations, and (4) special programs. They take place in these three main bureaus or offices: National Park Service, Fish and Wildlife Service, and Geological Survey. Other bureaus and offices provide the opportunity for observation and on-the-job training on request on an ad hoc basis.

National Park Service develops training programs upon request for national park administrators, managers, and planners of other countries related to the operation of national parks and equivalent reserves. Most of these programs are in the U.S., but occasionally trainers are sent to other countries. All costs are borne by the sending governments or international organizations.

Fish and Wildlife Service trains people of other countries, both here and abroad, in the methods and techniques of wildlife conservation, management and research with particular attention to the conservation of threatened and endangered species.

The Service reported 74 foreign visitors in FY-82 and 85 Americans going abroad. Most of these were short-term visits, primarily on a consultant basis, to promote exchange of expertise and research findings between U.S. and foreign countries. Modest funding support ($50,000) came from the Interior Department as well as the private sector.

Geological Survey provides research, study and training opportunities for specially selected foreign nationals to participate in projects including, but not limited to, the field of chemistry, engineering, geology, physics, remote sensing, earth sciences, etc.

Statistics from the US Geological Survey show a budget of $418,862 for FY-82 which includes funding from the U.S. Government (AID) at $156,194; from foreign governments $176,172, and from international organizations $68,367. Participants totalled 212 with the largest number (70) in the Participant Training Program from Saudi Arabia. The Visiting Scientist program brought 62 foreigners to the U.S. for research in the earth sciences, and 5 Hungarian scientists under the scientific and technical cooperation agreement.

JAPAN-U.S. FRIENDSHIP COMMISSION

The Japan-United States Friendship Commission is an independent Federal agency established by the U.S. Congress in 1975 "as an aid to education and culture at the highest level in order to enhance reciprocal people-to-people understanding and to support the close friendship and mutuality of interests between the US and Japan." The Commission administers a Trust Fund that originates from part of the Japanese Government repayments for U.S. facilities built in Okinawa and turned over to Japan, and other postwar U.S. assistance to Japan. In 1981, the Commission received an additional sum from the Japanese Government for exclusive use in the Commission's regional program. The Commission makes grants to institutions, associations, and, on occasion, to individuals in the following programs:

1. Japanese Studies (for Americans only)
2. American Studies (for Japanese only)
3. The Arts
4. Research and Programs for Public Education

In Fiscal Year 1982, USG funding for U.S.-Japan exchanges totalled $1,581,846. Participants numbered 320 of which 210 were Japanese and 110 were Americans.

THE LIBRARY OF CONGRESS

The Library's specific international educational programs include those for acquiring library materials, providing legal reference and research services through its Law Library, serving foreign visitors, and exchanging publications, and, more generally, its many services to other libraries and library constituencies as the largest, most universal library in the world. The Library's Educational Liaison Office arranges tours and appointments within the Library of Congress offering information, observation, and/or consultation services to many international visitors each year. For FY-1982 the Library reported over 753 non-funded foreign visitors. They came from 93 countries led by the Peoples Republic of China with over 122 visitors. The Library's Council of Scholars Program, which is funded ($50,000) by other USG agencies and international organizations, supported 5 additional participants in FY-82, from the PRC, Japan and Spain.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

Authority for NASA's international activities rests in Public Law 85-568 (Section 102 (C) of July 29, 1958, which states in part that "The aeronautical and space activities of the U.S. shall be conducted so as to contribute materially to...cooperation by the U.S. with other nations and groups of nations in work done pursuant to this act and in the peaceful application of the results thereof..." The international activities of the National Aeronautics and Space Administration are planned to demonstrate the peaceful purposes of space research and exploration by the U.S., to provide opportunities for the contribution of scientists and agencies of other countries to the task of increasing man's understanding requirements for the launching and observation of space vehicles and craft.

The principal international exchange activity conducted by NASA is the Resident Research Associateship Program, administered for NASA by the National Academy of Sciences. This program provides for post-doctoral research for one year at NASA installations in the scientific fields of astronomy and astrophysics. In addition, NASA provides technical training for foreign scientists and technicians in support of agreed upon cooperative programs. Substantial numbers of foreign visitors come to launchings or tour NASA installations each year.

For Fiscal Year 1982, 52 senior foreign scientists participated in the Resident Research Associateship Program, 7 foreign nationals received technical training at NASA Centers, and over 3,045 foreign visitors from 53 countries and organizations visited NASA facilities.

NATIONAL ENDOWMENT FOR THE ARTS

While support for the arts in the United States will remain the agency's primary focus, the Endowment wishes to encourage greater American participation in international arts exchanges.

For the last seven years, the Endowment has jointly funded and administered two artist exchange programs with Britain and Japan. The British Program was established in 1976 and ended in 1980. The Japanese Program was announced in 1978 and will continue indefinitely. Under exchange agreements between the Governments of Japan and the US, ten fellowships are awarded annually to Americans and Japanese in the creative and performing arts. Funding for this program is shared by NEA and the Japan-U.S. Friendship Commission as well as the Government of Japan.

The Endowment also co-sponsors International Symposia designed to increase American audiences' awareness and understanding of other contemporary cultures. In each symposium, events are planned for Washington and other US cities. Included in the programs are major art exhibitions and lectures, film series, media events and performances. Special seminars for scholars and students are also included. "Scandinavia Today" was officially opened in the fall of 1982 in cooperation with the governments of Denmark, Finland, Iceland, Norway and Sweden.

NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities is authorized under PL-89-209 (1965) to support projects of research, education and public activity in the humanities. Within this broad mandate, the Endowment's several programs have been able to support, and have supported, a wide variety of activities in international education. These activities have been funded principally through the various Education Programs of the Endowment, but they have been enhanced through the critical support given to research through the Fellowships and Research Program, and through those Programs, to such re-grant agencies as the American Council of Learned Societies, the Social Sciences Research Council, and the International Research and Exchanges Board.

Programs of particular significance to international exchanges are:

Fellowships for Independent Study and Research, which provide scholars the opportunity for 7-12 months of full-time study and research in the humanities. This program, funded in FY-1982 at $2,346,000, supported 69 American researchers abroad, 56 of whom went to Europe. Thirteen researchers representing eight other countries rounded out the international exchange portion of the program.

The Centers for Advanced Study Program awards grants to centers in the U.S. and abroad to provide individual scholars in the humanities and humanistic social sciences opportunities for independent study and for the interchange of ideas with other scholars in their own and other fields. The funding level for this program in FY-1982 was $2,132,653 and supported 15 U.S. scholars abroad (Egypt 5, Israel 3, Jordan 3, Italy 4). Funding for this program comes from NEH ($1,381,403) and the private sector ($751,250).

The Summer Stipends Program provides two-month grants for faculty members in universities and in two and four year colleges, and for others working in the humanities, to enable them to devote two consecutive months of full-time study and research to their projects. Of 260 recipients of these grants in FY-82, 73 travelled abroad for their research -- 60 of those to Western Europe. Funding for this program ($650,000) comes solely from NEH.

SMALL BUSINESS ADMINISTRATION

The Small Business Adminstration (SBA) furnishes information to visitors from other countries, principally about SBA programs and referrals to other agencies. It looks toward expanding these efforts to include more assistance to small firms interested in foreign trade and developing methods of encouraging more small firms to enter into exporting, thus moving toward a more favorable balance of trade. In the meantime, more attention is being given to developing liaison activities among the agencies with the primary foreign trade responsibilities, to devising a more direct referral system, and to updating and writing new publications to encourage more small firms to enter or expand foreign trade activities. These efforts tend to foster understanding and cooperation between the small business owners in the United States and those in other countries. The SBA has a rather large non-sponsored international visitor program (approximately 500 per year), for which it

provides information concerning the SBA, its organization, functions, programs, budgets, and related factors to visitors from other countries, who are often referred to the SBA by other organizations and agencies such as the Department of State, Department of Commerce, International Marketing Institute, universities, trade associations, etc.

The SBA reported 432 foreign visitors in FY-82, representing 39 countries. Visitors from Japan totalled 119, representing by far the largest number from a single country. Norway was next with 46 visitors followed by Sweden (30) and South Africa (23).

SMITHSONIAN INSTITUTION

The main Smithsonian Institution administers 17 major museum or research bureaus and engages in international exchanges through a predoctoral and postdoctoral fellowship program in the various disciplines of curatorial studies; exchanges among collaborating scholars; internships in museology; and Special Foreign Currency Program support for American research in excess currency countries, including support of certain fellowship programs in India. The Woodrow Wilson International Center for Scholars, which is administratively separate from the Smithsonian though under its umbrella, conducts the Woodrow Wilson Fellowship and Guest Scholar Program providing funding for scholars undertaking studies in the humanities and social sciences.

All of the Fellowships of the main Smithsonian, the National Gallery of Art (which is part of the Smithsonian system) and the Woodrow Wilson Center are awarded on a competitive basis and open to Americans and foreign nationals alike. Programs are funded from many sources: the U.S. Government, other governments, and private organizations. The Smithsonian's predoctoral and postdoctoral fellows are now funded by the private sector, as are most other senior scholar exchanges, and the predoctoral fellows of the National Gallery. Financial support is not provided for internships in museology, though training is provided cost free.

In FY-82, there were 77 foreign scholars studying at the Smithsonian, including the National Gallery. The budget for these exchanges totalled $609,343: $415,723 from Smithsonian or National Gallery sources (private); $180,740 from foreign sources; and $10,880 from other U.S. sources. In addition, the Smithsonian Foreign Currency Program made grants of $980,234 equivalent in excess Indian rupees to the American Institute of Indian Studies and the Indo-U.S. Subcommission on Education and Culture for the support of fellowships in India.

The Woodrow Wilson Center had in FY-82 a federal budget of approximately $2,000,000 and private sector funding of about $1,400,000. Thirty foreign scholars studied at the Center during the year.

Peggy Sapp
June 2, 1983

UNITED STATES INFORMATION AGENCY

U.S. Government Exchanges Policy and Coordination Staff
Exchanges Survey

Agency _____ Office _____

Title of Program _____ Telephone Number _____

Name and Title of
Person in Charge _____

1. Description of Program: _____

_____

_____

_____

_____

Objectives of Program: _____

_____

_____

_____

_____

2. Program Activities (Check one box only which identifies major purpose of activity)

a. ( ) Student
b. ( ) Lecturing
c. ( ) Research
d. ( ) Teaching
e. ( ) Trainee
f. ( ) International Visitor
g. ( ) Seminars/Conferences
h. ( ) Consultant
i. ( ) Other (Describe)

3. Funding (Total amount from all sources)

( ) FY 81 ( ) FY 82 ( ) FY 83 (Projected)

a. Source of funding:

( ) U.S. Government
( ) Foreign Government
( ) International Organization
( ) Private Sector (Foundations, Universities, etc.)

b. For U.S. Government funding only

( ) Own Agency _____ Amount _____
( ) Other USG Agency(ies) _____ Amount _____

Name _____ Amount _____
_____ _____
_____ _____

4. Lengths of Grants (Check box(es) and indicate subtotal for each category)

( ) 1 month or less Subtotal _____
( ) 2- 6 months Subtotal _____
( ) 7-12 months Subtotal _____
( ) 13 months and longer Subtotal _____

5. Number of Recipients

a. ( ) Americans Going Abroad Subtotal _____
b. ( ) Foreign Nationals Coming to U.S. Subtotal _____

c. Breakdown by Country (Enter country totals under appropriate column:)

COUNTRY	NUMBER GOING TO	NUMBER COMING FROM
Afghanistan		
Algeria		
Angola		
Argentina		
Australia		
Austria		
Bahamas		
Bahrain		
Bangladesh		
Barbados		
Belgium		
Belize		
Benin		
Bhutan		
Bolivia		
Botswana		
Brazil		
Bulgaria		
Burma		
Burundi		
Cameroon		
Canada		
Cape Verde		
Central African Republic		
Chad		
Chile		
Colombia		
Congo		
Costa Rica		
Cuba		
Cyprus		
Czechoslovakia		
Denmark		
Djibouti		
Dominican Republic		

COUNTRY	NUMBER GOING TO	NUMBER COMING FROM
Ecuador		
Egypt		
El Salvador		
Equitorial Guinea		
Federal Republic of Germany		
Fiji		
Finland		
France		
French Antilles		
Gabon		
Gambia		
German Democratic Republic		
Ghana		
Greece		
Guatemala		
Guinea		
Guinea-Bissau		
Guyana		
Haiti		
Honduras		
Hong Kong		
Hungary		
Iceland		
India		
Indonesia		
Ireland		
Israel		
Italy		
Ivory Coast		
Jamaica		
Japan		
Jordan		
Kenya		
Korea		
Kuwait		
Lebanon		
Lesotho		
Liberia		
Luxembourg		

COUNTRY	NUMBER GOING TO	NUMBER COMING FROM
Madagascar		
Malawi		
Malaysia		
Mali		
Malta		
Mauritania		
Mauritius		
Mexico		
Micronesia		
Morocco		
Mozambique		
Namibia		
Nepal		
Netherlands		
New Zealand		
Nicaragua		
Niger		
Nigeria		
Norway		
Oman		
Pakistan		
Panama		
Papua New Guinea		
Paraguay		
Peoples Republic of China		
Peru		
Philippines		
Poland		
Portugal		
Romania		
Rwanda		
Saudi Arabia		
Senegal		
Seychelles		
Sierra Leone		
Singapore		
Solomon Islands		
Somalia		
South Africa, Republic		
Spain		
Sri Lanka		
Sudan		
Suriname		
Swaziland		
Sweden		
Switzerland		
Syria		

COUNTRY	NUMBER GOING TO	NUMBER COMING FROM
Taiwan		
Tanzania		
Thailand		
Togo		
Tonga		
Trinidad & Tobago		
Tunisia		
Turkey		
U.S.S.R.		
Uganda		
United Arab Emirates		
United Kingdom		
Upper Volta		
Uruguay		
Venezuela		
West Bank		
Western Samoa		
Yemen		
Yugoslavia		
Zaire		
Zambia		
Zimbabwe		

I. University-Related Exchanges

Country Brazil

FY 1982

	Lecturers		Researchers/ Professionals		Researchers/ Graduate Students		Undergraduate Students		Teachers		Trainees		Consultants Volunteers Advisors	
	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.
A. USICA Programs	48	2		17	10	18								
Indirectly Funded USICA Exchanges (Academic CPIs)														
Private Sector CPIs														
B. Other Federal Agencies														
AID (Academic Trainees)														
Dept. of Education			1 1/		2 2/									
Health & Human Services				13 3/										
National Science Foundation			40	4 4/							2	24 5/ 15 6/		
Other														
Smithsonian														
Department of Agriculture														

1. Cooperative Science Research Program
2. Doctoral Dissertation Abroad
3. Faculty Research Abroad
4. 5 NIH International Research Fellowships (USG Funded); 8 NIH Grant Researchers (non-U fun
5. WHO Fellowships (no USG funding)
6. Center for Disease Control - Training and Development

	Lecturers		Researchers/ Professionals		Researchers/ Graduate Students		Undergraduate Students		Teachers		Trainees		Consultants Volunteers Advisors	
	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.	U.S.	For.
C. International Agencies														
UN														
UNESCO														
Other														
D. Non-Government Programs														
Open Doors (Foreign University Student Census)						2,820								
Inter-Institutional Linkages														
E. Overseas Research Centers (Includes USG Funding)														

17. Short-Term Visitor Programs

	Sponsored		Non-Sponsored			
			More than one day		One Day or Less	
A. USICA	U.S.	For.	U.S.	For.	U.S.	For.
Agency-Funded or Programmed		53		25		
Programmed by USICA-Assisted Organizations	00					
B. Other Federal Agencies						
Education						
Labor						
Health and Human Services				11		
Other _____						
_____						
_____						
C. International Agencies						
OAS						
UN						
UNESCO						
ILO						
Other . . .						

19

III. Other Major United States Government Exchange Programs

	Trainees US/Foreign	Consultants US/Foreign	Volunteers US/Foreign	Other Scientific Exchange US/Foreign	Other US/Foreign
Defense	19				
Peace Corps					
AID (Technical Training)	129				
Other _____					
_____					
_____					

Draft Country Profile on Kenya December 8, 1982

Introduction:

All exchange programs have been adversely affected by a deterioration in the political situation in Kenya which has resulted in the arrest of several Kenyan professors, the flight from Kenya of a few grantees-designated, the closing of the universities, and a rather violent though abortive coup attempt.

Approximately 4,000 student from Kenya were studying in the U.S. during the academic year 1981/82 under a variety of sponsorships including privately funded study. U.S. Government exchange programs obviously are a small part of the total exchange flow between the U.S. and Kenya.

I. U.S. Government Exchange Programs: FY-1982

Available statistics on U.S. Government exchange activities with Kenya are as follows:

From the United States to Kenya 335 (includes 317 Peace Corps Volunteers)

From Kenya to the United States 405

These figures represent exchange programs conducted by the following agencies:

A. United States Information Agency

1. Academic Activities for FY-82 included:

a. Selection of six American Scholars for research in Kenya in the fields of chemistry, linguistics, agronomy, political science, anthropology, and Africana studies.

b. Extension of the CPI to the University of California system for staff development of persons from the University of Nairobi. For FY-82 this was to cover 5 fellows for the completion of their degree programs.

c. Renewal of 5 Kenyan students in the U.S. Two new students will be coming under the junior staff development program in the fields of physiology and business administration.

d. At least five new or renewed U.S. student researchers in the areas of rural development, forestry science, pecho-anthropology, primatology, and anthropology.

e. Renewal and extension of three U.S. professors at the University of Nairobi in the fields of dentistry, veterinary medicine, and biology.

f. Nomination of two American Lecturers (archaeology and economics), who were relocated to Botswana and Uganda due to the closure of the University of Nairobi.

g. Selection of two Hubert H. Humphrey scholars in the field of Planning and Resource Management, with placement at Cornell University and at Pennsylvania State University.

h. Selection of two Senior Scholars —— one in human anatomy and the other in organic chemistry.

i. One American Research Fellowship awarded to a Zairean historian teaching at Nairobi for post-doctoral research at Northwestern University on American and Afro-American involvement in Pan-Africanism.

j. Introduction of one linkage between John Hopkins SAIS and the University of Nairobi for a diplomat training program.

2. Private Sector Programs for 1982 included:

a. Operation Crossroads Africa - seven senior to mid-level professionals visited the U.S. for approximately 35 days to participate in the American experience and its political, cultural and social diversity, and to exchange and obtain information concerning the latest technology and methodology in their respective fields.

b. One participant [illegible] the Council of International Programs (CIP) for Youth Leaders and Social Workers, Inc.

3. The International Visitor Program brought 16 fully funded International Visitors for approximately 30 days, most of whom were participating in group projects which covered such subjects as The American Governmental System, Diplomatic Training, and Sports.

Facilitative assistance was provided to four Kenyan visitors travelling to the U.S. on a voluntary basis.

B. The Department of Agriculture's Office of International Cooperation and Development (OICD) organizes academic and non-academic training programs in agriculture and related fields for many Kenyan agricultural scientists, technicians, and administrators every year. OICD annually administers training programs in the U.S. for approximately 1,900 participants from 100 countries. For FY-1982, 132 Kenyans have participated in training programs. The great majority of participants (116) are sponsored and have their programs funded by the Agency for International Development (AID). Almost one-half of the agriculturists are studying for B.S. degrees. Another 37 attended short specialized agriculture courses, both technical and managerial, coordinated by USDA. These courses provide practical training and field experience in many areas of agriculture.

Other Kenyan agriculturists are studying for M.S. and Ph.D. degrees. Training programs for an additional 58 AID-sponsored Kenyans are currently pending while placement is secured.

Another 15 Kenyans, the majority of whom are studying for M.S. degrees, are sponsored by the Food and Agriculture Organization (FAO) of the United Nations. Together the AID and FAO-sponsored Kenyan participants attend almost 40 different U.S. universities. One participant was sponsored by the Government of Kenya.

C. Department of Defense

The Department of Defense provided military training for 55 Kenyans under its International Military Education and Training Program (IMET). The objectives of this program, which is fully funded by the U.S. Government, are as follows:

1. To create skills needed for effective operation and maintenance of equipment acquired from the U.S.

2. To assist foreign countries in developing expertise and systems needed for effective management of its defense establishment.

3. To foster development by the foreign country of its own indigenous training capability.

4. To provide U.S. military rapport with the armed forces of the foreign country.

5. To promote better understanding of the U.S.

D. Agency for International Development

The Agency for International Development (AID) administers a Participant Training Program to provide foreign nationals of developing countries with the skills needed to participate in and manage the development process of their own countries. The training given to AID participants can take place in the U.S. and in third world countries, and can include academic degree or non-degree training, on-the-job training, observational training, and various short-term technical training courses.

For FY-82 AID provided both academic and technical training for 317 Kenyans (approximately 99 in the U.S.) in the following eight fields:

	Academic Training	Technical Training	Total Training
1. Agriculture and Natural Resources	130	83	213
2. Community Social Welfare	1	5	6
3. Education	19	4	23
4. Health and Sanitation	19	14	33
5. Industry and Mining	11	4	15
6. Labor	0	5	5
7. Public Administration	13	5	18
8. Transportation	1	0	1
Miscellaneous	3	0	3
TOTAL	197	120	317*

*All AID figures include Third Country Training

E. Department of Education

The Department of Education's very minor exchange program funded only two U.S. researchers — one professional (faculty member) and one graduate student.

F. Peace Corps

The Peace Corps since 1965 has been assisting the Government of Kenya in meeting many of its development needs by providing trained persons in diverse fields. The Government of Kenya requests Peace Corps Volunteers for positions essential to national development. The program has been unique because of its stability and wide variety of project areas. Volunteers are involved in Secondary Education, Fish Culture Extension, Agriculture Extension, Water Sanitation, Rural Women's Extension, Forestry, and Small Town Development. These programs are addressing the basic human needs in this rapidly expanding nation of approximately 16,000,000 with a population growth rate of 4%.

High on the list of major issues concerning the Peace Corp's Kenya program is Kenya's desire to increase the number of Volunteers, particularly in the Education sector. Existing programs have been modified and new project opportunities have been pursued to better address the problems of poverty, to work more effectively with women, to support Kenya's own volunteer efforts, to increase program size, and to lower skill requirements of volunteers.

Kenyan President Daniel arap Moi has personally addressed the Volunteers and expressed his appreciation for their contributions and the positive impact they have had in furthering Kenya's development.

In FY-82 there were approximately 317 Peace Corps Volunteers in Kenya.

G. Department of Health and Human Services

The Department of Health and Human Services has no formal exchange programs with Kenya as such. There are cooperative activities, which may involve an exchange component, such as an economic development plan for the arid lands of Kenya being carried out by PHS and AID. Some interchange of U.S. and Kenyan experts is involved in the development phase, but this interchange is not an objective of the project per se.

Additionally, visits were made throughout the year by Kenyan officials to the Food and Drug Administration, Center for Disease Control, and the National Institutes of Health. These visits were not a part of formal exchange programs.

H. Other

Research on exchange activities between the United States and Kenya sponsored by other USG departments and agencies is continuing, to be included in the final version of this country profile.

II. Private Non-Profit Foundations

A survey conducted by the Foundation Center covering international grant-making during a 12-month period from early 1980 to early 1981 confirms an overall impression gleaned from individual foundation reports, namely, that Kenya no longer figures at the top of the list of priority countries in Africa for most American private foundations. During the period surveyed only 11 grants to Kenyan institutions or relating to Kenya in particular were issued, with a total value $216,200, far below the sums allocated to Nigeria, Zimbabwe, South Africa, and Zaire, and only slightly more than the total sum allocated to Sierra Leone. Of the grants relating to Kenya, several were educational projects at the University of Kenya, but only the following two were for direct support of educational exchange:

—a Ford Foundation grant of $13,500 to Progress for Women, Nairobi, to train women leaders in income-producing ventures, incollaboration with the Chicago-based Institute of Cultural Affairs.

—a Rockefeller Foundation grant of $15,000 to the University of Dar es Salaam, Tanzania, to write up an disseminate Tanzanian and Kenyan segments of the Eastern African Universities Research Project on the impact of overseas training.

II:. Private Voluntary Organizations (PVO)

According to a 1980 survey, somewhere between 60 and 80 American private voluntary organizations—many of them religious and relief agencies—have been active in Kenya in recent years. Many PVO's maintain American staffs in Kenya, especially those of long duration there. Some programs lapse after a very short time, however, so that 60-65 is probably an accurate estimate of the number of PVO's actually functioning now in that country. Of these, nearly two thirds describe at least some of their work as education-related (often at the elementary or secondary level), but far fewer are engaged in the promotion of international educational exchange activity. Those that are appear in the list that follows:

a) The African-American Labor Center of the AFl-CIO, in cooperation with the Government of Kenya, arranges for leadership training and trade union education programs for African participants in the United States.

b) The African-American Institute administers the African Graduate Fellowship Program (AFGRAD), which brings Kenyan students nominated by the Ministry of Education to the United States for graduate study.

c) The Mennonite Central Committee of Akron, Ohio, as part of its educational effort in Kenya operates an "Exchange Visitor Program" which "brings international young people to live and work in North America for a year to promote better international understanding." Participation from Kenya uncertain at this time.

d) The Mill Hill Missionaries, which operate extensive educational and health programs in Kenya (20 American, 380 international, over 3,000 local staffers), occasionally has sent students to the United States for advanced technical training.

e) Operation Crossroads Africa sends groups of American volunteers to work on construction, housing, and planning projects in rural areas and to work on health delivery systems.

f) The Salvation Army is very active in Kenya, operating schools for over 5,000 students, a farmers' training center, and a health care center, as well as a number of social welfare programs. The organization also runs programs of educational exchanges, but it has not been possible to determine to what extent exchange activity with Kenya has been carried out.

Numerous other PVO's send personnel to work on education, health, and other projects in Kenya, but their activities are considered relief and development aid rather than educational exchange.

IV. Corporations

More than 130 American corporations have business interests in Kenya, ranking Kenya third--after South Africa and Nigeria--in terms of the number of corporate organizations active there. Of these, only the Exxon Corporation seems actively involved in grant-making abroad, though further investigation in this area will have to be made before conclusions can be finalized. Whether Exxon programs in Kenya include exchange activity will be determined as investigation of the whole area of corporate activity proceeds.

V. University-to-University Exchanges

Because the University of Nairobi has been closed frequently by the government in recent years, it is no longer as attractive a target as it once was for American universities seeking to set up their own exchange programs with African institutions. Between 1978-79 and 1979-80 the number of university-sponsored American students ? in Kenya fell from ? to only 5. Nevertheless, because of the importance of Kenya in Africa, exchange programs continue to be promoted, even though many of them do not function on a regular basis. In 1966, when the Institute of Advanced Projects of the East-West Center and the International Programs division of Michigan State University investigated university-sponsored exchange programs in the United States, there were six universities involved on the American side, ranking Kenya third in Africa in this respect, after Nigeria (23 programs) and Liberia (12 programs). Most exchange activity was in the education field, though one program did relate to agriculture and one to veterinary medicine.

In a similar survey of Third World study programs in the United States carried out in 1980, 13 universities listed affiliation and exchange activity with the University of Nairobi, Kenya, as part of their programs, as follows:

a) Office of International Programs, West Virginia University, which maintains a direct affiliation with the Government of Kenya, sponsors U.S. students in Kenya and administers AID funding to bring students in agriculture and related fields to U.S.

b) Foreign and Comparative Studies Program, Syracuse University, which cosponsors with university's Division of International Programs abroad a summer seminar in Nairobi

c) Institute of African Studies, Columbia University, which maintains "special relationships with universities in East Africa and Nigeria; the extent of exchange activity is not yet determined.

d) School of Intercultural Studies, Ramapo College of New Jersey

e) African Studies Program, Kalamazoo College, which offers a Junior year in Africa program in affiliation with the University of Nairobi

f) African Studies Program, Indiana University, which maintain "informal exchange programs with several African universities

g) African Studies Program, University of Illinois at Urbana-Champaign, which maintains formal institutional linkages with universities in Sierra Leone, Nigeria, Senegal, and Ivory Coast, and "informal linkages elsewhere"

h) Program of African Studies, Northwestern University, which maintains formal affiliation with the University of Nairobi and promotes and supports formal and informal exchanges of scholars

i) Center for African Studies, University of Florida, "facilitates faculty and student exchange" and sponsors a program of "Visiting African Professorships"

j) African Area Studies Program, University of California at Santa Barbara, maintains formal affiliation with the University of Nairobi

k) African Studies Center, University of California at Los Angeles, maintains formal affiliations with the University of Nairobi through Overseas Study Center

l) Committee for African Studies, University of California at Berkeley, which sponsors Berkeley students for Education Abroad Study Center program at University of Nairobi

m) African Studies Program, California State University at Chico, which sponsors a summer study tour to Kenya and Tanzania and maintains formal affiliation with the University of Nairobi for this purpose.

Since the 1980 survey was completed, exchange programs in Kenya have been arranged by St. Lawrence University, Denison College, and the School of Advanced International Studies of Johns Hopkins University. Pomona College and Pennsylvania State University also have exchange programs.

Areas for Further Research

Even this augmented list of programs may not be exhaustive, however, and none of the information available to date reveals how many of the 1,930 Kenyan students in the United States during 1980/81, for example, receive scholarships from the universities they attend, which must be considered a form of support for international educational exchange. This is clearly an area for further research

VI. Other-Country Programs

While there apparently were 805 Kenyan students receiving advanced education in the Soviet Union (655) and Eastern Europe (150) at the end of 1981, these figures alone cannot convey the total impact of communist-country educational programs in Kenya. Intensive study will be required to provide an outline of Soviet and East European activities. Even the activities of major Western countries in Kenyan educational circles are not well studied. In 1973 it was estimated that 2,829 Kenyan students were studying abroad, with over 90 percent of them in four countries--568 in the United States, 707 in the United Kingdom, 1,160 in India, and 180 in Canada. Based only on what we know about the number of Kenyans in the United States and Soviet Union today it is clear that the situation has changed dramatically.

The British Council, which arranges many of Britain's international educational activities and maintains an office in Nairobi reported that in 1981 it arranged programs in the United Kingdom for 548 Kenyan scholars and trainees, in the following fields:

Agriculture	61
Arts/Humanities	36
Education	89
Medicir	41
Scien. chnology	213
Socia udies	108

This program was fourth in siz f all British Council programs (after India, Nigeria, and Tanzania) In addition, the Council sent 27 officers, educational experts, tutors, technical advisors to Kenya and arranged special courses there on edu n officer training, curriculum design, print materials, mathematics ding, and science. Finally, the Council sponsored youth exchanges wh sent 36 young people from Britain to Kenya and 37 young people from Ken Britain. It must be borne in mind that the Council's programs repres only the most obviously official exchange activities which take place be en Britain and Kenya, not all Government activity, and certainly not pr tely sponsored programs.

Research on the exchange programs of other countries in Kenya remains to be done.

VII. Impact Study

Summary statement of impact of study in the United States on Kenyan officials and academics will be added to final country profile.

Appendix B

Summary of Educational Exchange Programs Sponsored by the U.S. Government

SUMMARY BY REGION

	American		Foreign		
	Students	Others	Students	Others	Total
Europe	382	1749	767	2939	5837
Mid-East & S. Asia	29	1443	2229	791	4492
East Asia	57	2163	1037	1417	4674
Americas	63	1866	1362	660	3951
Sub-Saharan Africa	34	2919	2849	737	6539
Total	565	10,140	8,244	6,544	25,493

Total American 10,705 Total Foreign 14,788

Total Students 8,809 Total Others 16,684

1. Majority of American Students are sponsored by USIA.
2. Majority of other Americans are either Peace Corps or USIA sponsored.
3. Majority of Foreign Students are AID sponsored.
4. Majority of Other Foreigners are USIA sponsored.

NOTE: Individual country data represent the combined figures for six civilian agencies: the United States Information Agency (USIA), the Agency for International Development (AID), the Peace Corps, Department of Education, Department of Health and Human Services (HHS) and the National Science Foundation (NSF). Regional totals have been expanded by a factor of ten per cent to account for other civilian agencies' exchanges, for which comprehensive data by individual country are not necessarily available. The category "Students" includes those persons involved in formal course work and training experience. The "Other" category includes, researchers, educators, consultants and international visitors.

Europe	American		Foreign		
	Students	Others	Students	Others	Total
Austria	21	46	30	35	132
Belgium	5	13	26	54	1/ 98
Bulgaria	8	17	8	122	155
Canada		14		82	96
Cyprus		2	27	11	40
Czech.	8	3	12	5	28
Denmark	3	7	19	48	77
FRG	125	268	156	332	881
Finland	6	13	10	88	117
France	14	221	16	211	462
GDR	30		27	8	65
Greece	5	7	13	41	66
Hungary	12	60	10	76	158
Iceland	3	3	22	47	75
Ireland		2		16	18
Italy	29	110	42	316	497
Luxembourg				4	1/ 4
Malta		1		5	6
Netherlands	3	13	15	180	211
Norway	3	9	14	65	91
Poland	2	14		64	80
Portugal	3	9	63	24	99
Romania		9		29	38
Spain	10	5	96	43	154
Sweden	2	24	34	86	146
Switzerland	3	19	3	18	43
Turkey	10	8	31	48	97
USSR	8	301		33	342
U. Kingdom	30	380	23	515	948
Yugoslavia	4	7		39	50
Total	347	1,585	697	2,645	5,274
Regionals		5		27	32
		1,590		2,672	5,306

1/ USIA questionaires listed Belgium and Luxembourg jointly under Belgium

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NA/NE/SA	American		Foreign		
	Students	Others	Students	Others	Total
Afghanistan			3		3
Algeria		2	1	5	8
Bahrain		1	1	3	5
Bangladesh		3	93	14	110
Bhutan			3		3
Egypt	2	54	838	48	942
India	9	603	62	266	940
Iran				3	3
Israel	2	23	15	119	159
Jordan	2	21	67	46	136
Kuwait				4	4
Lebanon			21	7	28
Morocco	1	176	39	20	236
Nepal	1	171	212	15	399
Qatar				4	4
Oman		7		3	10
Pakistan	2	121	40	45	208
S. Arabia	1	10		3	14
Sri Lanka	1	5	93	11	110
Syria	4	3	97	22	126
Tunisia		62	88	11	161
UAE				1	1
W.Bank/Gaza		1	19	10	30
Yemen	1	37	334	6	378
Totals	26	1,300	2,026	666	4,018
Regional		12		53	65
		1,312		719	4,083

East Asia Pacific	American		Foreign		
	Students	Others	Students	Others	Total
Australia	2	106	12	105	225
Burma			15	6	21
Cook Is.		6			6
Fiji		153	3	12	168
Hong Kong		1		28	29
Indonesia	10	21	443	32	506
Japan	23	370	51	623	1067
Kiribati		11			11
N Korea		1	1		2
Malaysia		76	8	17	101
Micronesia		76		6	82
New Zealand	3	34	11	65	113
Papua-New G.	2	19	3	8	32
PR China	2	183	8	218	411
Philippines	4	406	203	38	651
Singapore		4	13	12	29
Solomon Is.		51	4		55
Taiwan		74	11	18	103
Thailand	2	204	81	41	328
Tonga	1	59			60
Tuvalu		18			18
W. Samoa		56	1		57
S. Korea	3	37	75	49	164
Total	52	1,966	943	1,278	4,239
Regional				10	10
				1,288	4,249

America	American		Foreign		
	Students	Others	Students	Others	Total
Argentina	1	14	29	60	104
Bahamas	1	1		2	4
Barbados		1/164	12	16	192
Belize		57	3	6	66
Bolivia	2	2	38	7	49
Brazil	12	89	129	118	348
Chile	5	16	23	32	76
Colombia	3	14	114	32	163
Antigua			4		4
Costa Rica	1	147	47	19	214
Dominica			3		3
Dom. Rep.	1	155	56	15	227
Ecuador	4	397	59	12	472
El Salvador			29	9	38
Fr. Antilles		2			2
Neth.Antilles			1		1
Guatemala			38	13	51
Guyana	1		27	4	32
Haiti			41	12	53
Br. W. Indies			1		1
Honduras		213	119	19	351
Jamaica	1	91	51	19	162
Mexico	9	94	80	59	242
Nicaragua			63	8	71
Panama	2		83	14	99
Paraguay		162	13	11	186
Peru	12	29	119	31	191
Surinam	1		3	6	10
Trin&Tobago		1	11	4	16
Monserrat			3		3
Uruguay		6	17	13	36
Venezuela	1	42	14	59	116
St.Kitts&Nevis			5		5
St. Lucia			4		4
St. Vincent			2		2
Total	57	1,696	1,238	600	3,591

1/ Peace Corps questionarires listed Barbados, Antigua, Anguilla, Dominica, Grenada, Monserrat, St. Kitts/Nevis, St. Lucia and St. Vincents under Barbados

Africa	American		Foreign		
	Students	Others	Students	Others	Total
Angola			1		1
Benin		50	10	2	62
Botswana		94	220	7	321
Burundi		1	29	12	42
Cameroon		113	69	15	197
Cape Verde			53	1	54
Cent.AF.R.		65	1	4	70
Chad			17		17
Congo		2	19	9	30
Djibouti		1			1
Eq. Guinea			13	3	16
Ethopia			74		74
Gabon		82		7	89
Gambia		43	45	4	92
Ghana	1	143	93	22	259
Guinea		86	18	6	110
Guinea/Biss.	1		45	1	47
Ivory Coast		2	35	12	49
Kenya	7	341	240	22	610
Lesotho	1	94	100	5	200
Liberia		180	90	39	317
Malagasy R.		1	16	5	22
Malawi		53	54	11	118
Mali		61	87	7	155
Mauritania		55	31	2	88
Mauritius	1		4	9	14
Niger	1	120	56	2	179
Nigeria	4	54	28	149	235
Rwanda		7	22	18	47
S.Tome&P.				2	2
Senegal		105	99	26	230
Sierra Leone	2	216	32	10	260
Somalia		1	56	17	74
S. Africa	3	1	242	86	332
Sudan	1	7	71	12	91
Swaziland		125	92	4	221
Tanzania	3	66	218	30	317
Togo	1	129	44	14	188
Uganda		1	66	20	87
Upper Volta	1	79	37	6	123
Zaire	1	262	70	27	360
Zambia	1	3	38	19	61
Zimbabwe	2	6	44	22	74
Seychelles		6	2	1	9
Total	31	2,654	2,590	670	5,945

APPENDIX C

USIA Exchange Programs

The exchange programs USIA administers fall into the following categories:

1. Fulbright Program

The best known of the exchanges supported by USIA is the Fulbright or academic exchange program, which operates in 120 countries. Under the Fulbright program, more than 5,400 scholarships are awarded each year to American students, teachers and scholars to study, teach and conduct research abroad, and to foreign nationals to engage in similar activities in the United States.

There are several types of individual grants under the Fulbright program. For example, more than 700 foreign scholars from 75 countries come to the United States every year to lecture and conduct post-doctoral research in fields ranging from biosciences to comparative literature. Similarly, some 500 American scholars and professionals are sent to 100 nations, generally for one academic year, to lecture and conduct research. Approximately 300 American pre-doctoral graduate students study abroad each year with either full or partial support from the Fulbright program, and some 1,700 foreign graduate students are supported by Fulbright grants at American universities each year. In addition, more than 150 elementary and secondary school teachers are exchanged every year, principally between the United States and Western European countries.

The Presidentially appointed, twelve-member Board of Foreign Scholarships supervises the administration of the academic exchange program, which is managed by the Agency's Bureau of Educational and Cultural Affairs. Fulbright exchanges contain other programs for students, teachers and scholars, including the Hubert H. Humphrey Fellowship Program under which mid-career professionals from Third World countries receive a year of specially designed graduate-level training at selected U.S. universities. These programs are administered and conducted by cooperating private institutions in support of Agency interests. USIA also sponsors a worldwide university linkage program.

In 1982, USIA, in conjunction with the Board of Foreign Scholarships and the Conference Board of Associated Research Councils, formed an Advisory Panel on International Educational Exchange to suggest means of strengthening the exchange programs. The Panel is made up of twelve prominent American educators, foundation executives and representatives of the private sector.

2. President's International Youth Exchange Initiative

In May 1982 President Reagan announced the International Youth Exchange Initiative and named USIA Director Charles Z. Wick as his personal representative to implement the program. The Initiative is a seven-nation undertaking between the government and the private sector to expand international exchanges of young people 15 - 19 years old. The Initiative is based on the belief that the exchange of young people from the so-called "successor generation" is the best insurance for durable and lasting mutual understanding.

President Reagan has given this Initiative his personal attention. His interest in it is high. He has said in a letter to Prime Minister Nakasone of Japan:

> I know that you and I share the belief that the experience of our young people indeed shape our future world. I was moved when you were here in January by your description of the experience which your own daughter had as an exchange student in the United States. That is what our initiative is all about — the turning of nations into individuals.

The first stage of the program is designed to increase the number of youth exchanges between the United States and Canada, the Federal Republic of Germany, France, Italy, the United Kingdom, and Japan from the current average of 5,000 a year to a total of 30,000 over the next three years. The Initiative includes academic exchanges as well as short-term programs for young people in business, politics, labor and agriculture, all of which will feature homestays.

USIA will fund part of the President's International Youth Exchange Initiative, but the eventual size of the effort will depend on private sector funding. A President's Council for International Youth Exchange, made up of corporate, foundation and academic leaders across the country has been formed to encourage such private sector support. USIA will provide grants to qualifying non-profit exchange organizations which have demonstrated experience and competence in selecting host families for foreign visitors and young people for overseas programs.

Citizens interested in participating in U.S. programs by hosting a foreign student, and young students interested in exchange programs should write for a free brochure to:

Youth Exchange
Pueblo, Colorado

3. Building University-to-University Linkages

To strengthen the institutional linkages between American and foreign universities, USIA began a University-to-University Affiliation Program two years ago. Twenty-nine awards were made under this program in FY-1983. Institutions participating in the program assign faculty or staff abroad for teaching, or research maintain that person on salary and receive visiting faculty from their partner institution. USIA funds are used for participant travel costs and modest salary supplements. Projects supported by USIA last a minimum of two years and a maximum of three. Total grant amount is limited to not more than $50,000. Key considerations for awards include the following:

a. sound academic objectives and selection of fields of linkage; quality of participants; and innovative thrusts in educational exchanges;

b. true mutuality of beneficial development and a clearly demonstrable relation between the series of individual exchanges and the Program's goal of institutional development;

c. potential for advancing the cultural and political understanding of the countries represented by the partnership institutions within the institutions themselves;

d. likelihood that the partnership will continue after the conclusion of the USIA grant.

4. Foreign Students in the United States

After World War II there were approximately 25,000 foreign students in the U.S. By 1960, there were 50,000. The population has more than doubled every ten years since, although the growth rate in recent years has declined. In 1981/82, the population was estimated at 326,300. In 1982/83, it was estimated at 337,000.

The MECEA of 1961 gave the U.S. Government authority for the first time to fund programs and services for foreign students at the university level who do not receive U.S. Government grants. USIA's Student Support Services Division is the only U.S. Government office dedicated primarily to the welfare of foreign students in the United States, whatever their source of sponsorship.

The rationale for assisting foreign students is that many of them return to positions of leadership and influence in their home countries. It is important that they not only have a worthwhile academic experience here but also a chance to broaden their understanding about the U.S.

A network abroad to advise students overseas about educational opportunities in the U.S. has been created since the early 60s. Services are offered by USIA overseas posts, Fulbright Commissions, binational cultural centers, American libraries, and by private organizations such as the Institute of International Education (IIE) and the America-Mideast Educational and Training Services (AMIDEAST). Such services are available in some 300 cities around the world; although the range and quality of services vary greatly.

Overseas student advising is intended to assist prospective students in making their choices as to whether to pursue their education in the U.S., and if so, at which of the more than 3,000 U.S. institutions. Advisors serve host country students as well as third country nationals.

Experience has indicated that the key to a successful personal experience and effective educational program for foreign students rests on a variety of factors, such as appropriate academic placement, initial impressions, adequate campus programs and services (foreign student advising, English language programs, etc.), and opportunities to better understand American life and culture. Through grants-in-aid to a number of private organizations in international education, the Agency helps in developing programs and expertise to affect the lives of foreign students in the U.S. in a number of ways.

At the same time, USIA is in the process of formulating new approaches and policies to encourage American senior scholars to participate in the Fulbright Program. These include:

— "serial" grants: grants of three months per year for three consecutive years, to enable the best and busiest scholars to devote quality time to their projects.

— "pool" grants: a rigorous national competition for the best American scholars, who will form a pool of grantees available for placement abroad for up to five years; this will permit scholars plenty of time to prepare themselves for the Fulbright experience; and

— "dual" grants: or collaborative research projects in which both American and foreign grantees are at work on the same subject matter.

6. American Studies

The study of the culture and civilization of the United States is essential to the conduct of this nation's public diplomacy. The history of U.S. government interest in American studies dates from the original Fulbright Act of 1946. In the 1961 revision, the Fulbright-Hays Act specifically authorizes the President "to foster American studies" in a variety of ways under the supervision of the Board of Foreign Scholarships.

A 1963 report to the Congress entitled "American Studies Abroad" strongly endorsed fostering American studies through the Fulbright Program and the other programs of USIA. Since this time, USIA has supported American studies abroad through grants to academic institutions, development of American studies materials for overseas use, book publication and Fulbright grants to both American and foreign specialists in the discipline.

7. International Visitors

Each year USIA invites approximately 4,000 foreign leaders in such fields as government, labor, mass media, science and education to the United States to participate in the International Visitor Program, generally for periods of up to 30 days. About half of these visitors come to the United States at their own or their governments' expense, while the remaining half are fully or partially funded by USIA. About one-third of those receiving grants participate in group projects on such topics as economics, television and radio, education, foreign policy, communications, etc. The others have individually tailored programs. Arrangements for visitors' programs are made by USIA and several organizations under contract to the Agency. Local program arrangements are coordinated through hundreds of local organizations involving more than 700,000 American volunteers. Many of these organizations are members of the National Council for International Visitors. Forty-four people who have participated in the International Visitor Program over the years now sit as Heads of State or Government in countries around the world.

8. Private Sector Programs

To meet the dual challenges of projecting American society abroad and of expanding its resources, USIA has a legislative mandate to encourage the assistance of the private sector in carrying out its work. Consequently, USIA continues its long established program assistance and grants to private sector organizations involved in the international exchange of persons.

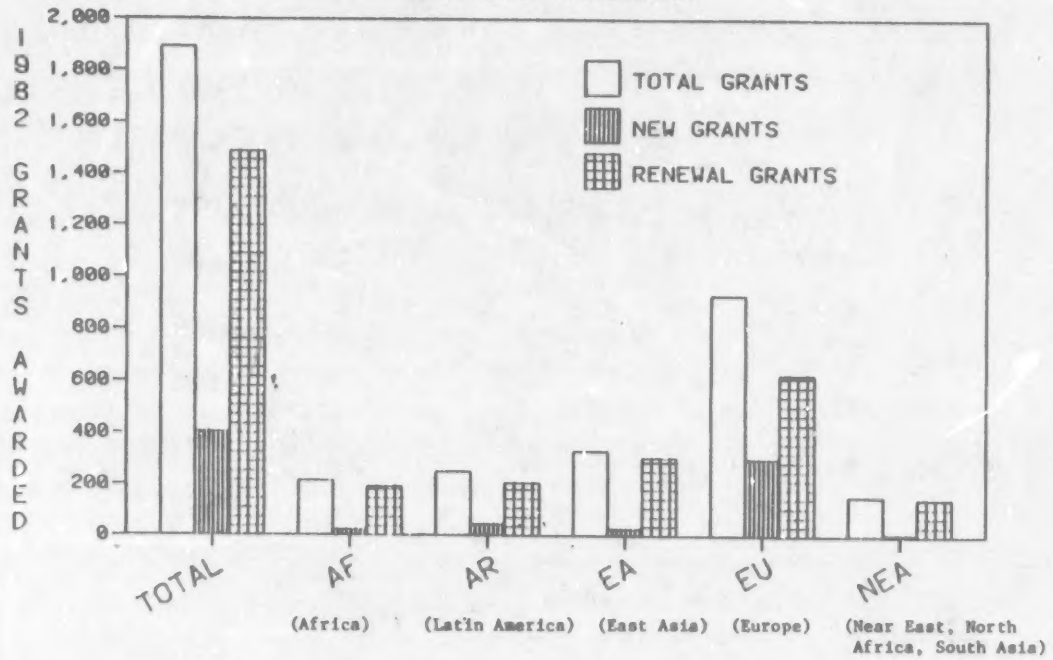
In addition, the Agency is working with a number of advisory committees of private citizens to provide advice and assistance in such areas as new directions for the Agency, books and libraries, radio programming and radio engineering.

9. East-West Center

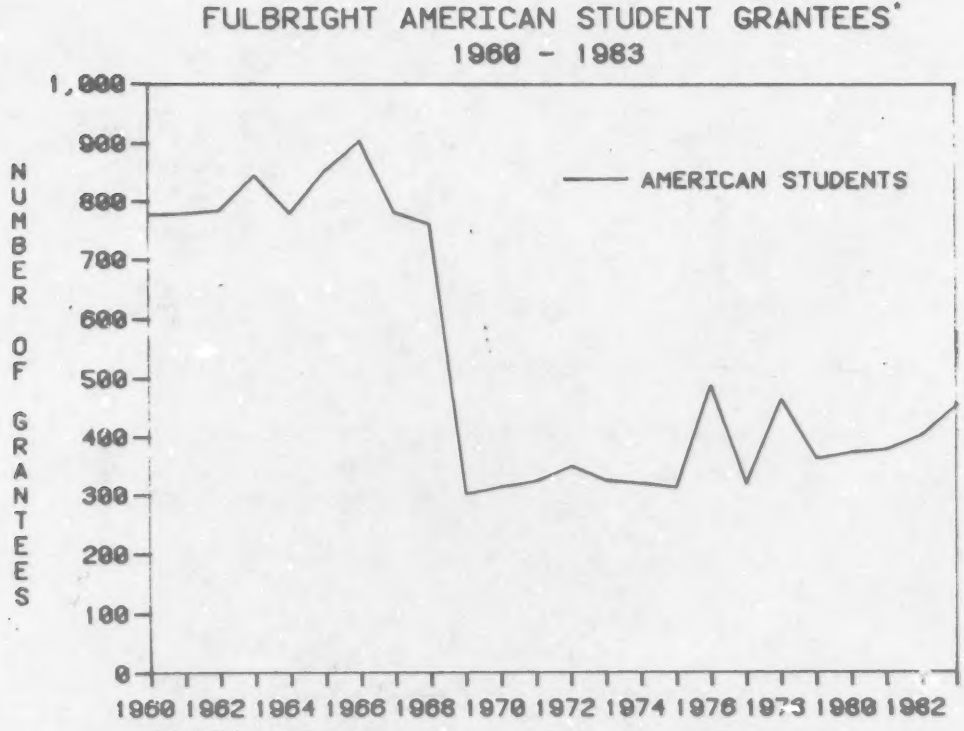
The Agency serves a liaison function with the Center for Cultural and Technical Interchange between East and West in Hawaii. This autonomous institution of learning for Americans and for the peoples of Asia and the Pacific promotes understanding through cooperative programs of research, study and training.

FULBRIGHT-HAYS PROGRAM*

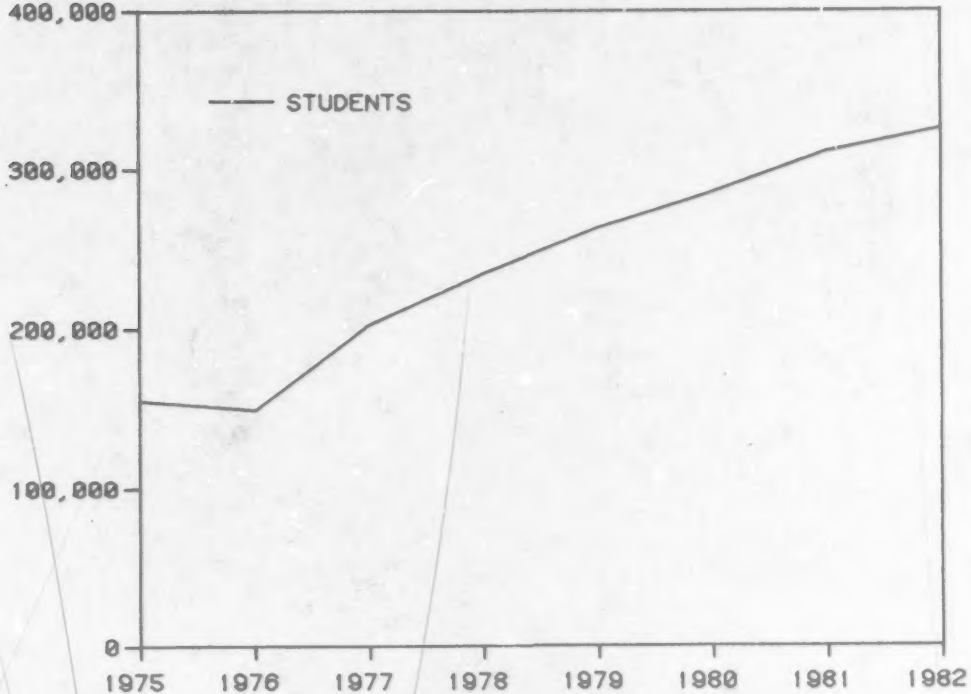
STUDENT PROGRAM -- Americans and Foreigners

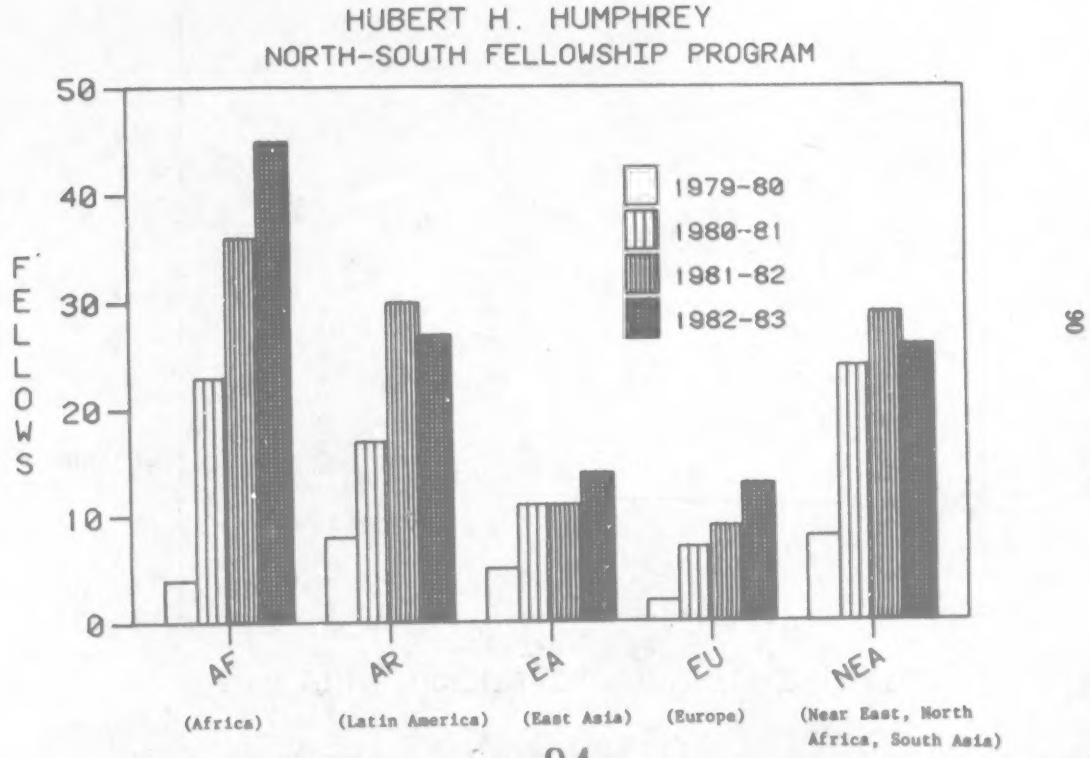


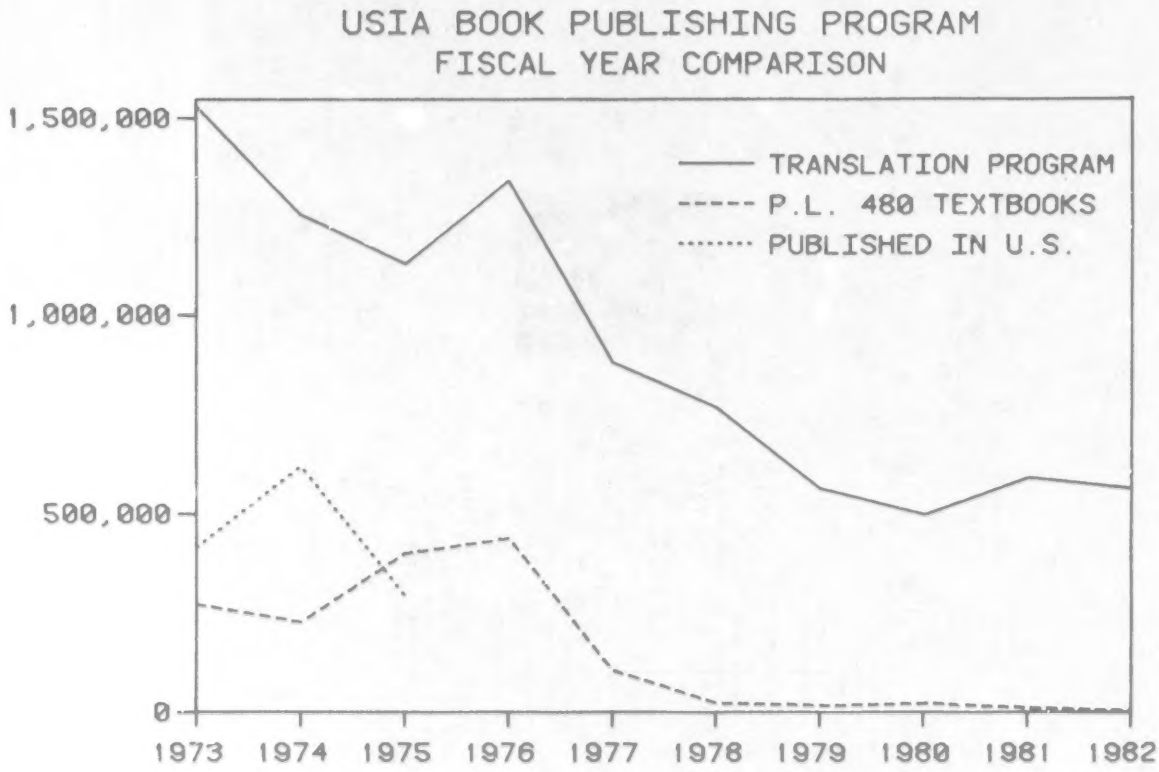
* Excluding extensions


FULBRIGHT AMERICAN STUDENT GRANTEES*
1960 - 1983
NUMBER OF GRANTEES
1,000
900
800
700
600
500
400
300
200
100
0
AMERICAN STUDENTS
1960 1962 1964 1966 1968 1970 1972 1974 1976 1978 1980 1982
* Excluding extensions

FOREIGN STUDENTS IN THE UNITED STATES
1975 - 1982




HUBERT H. HUMPHREY
NORTH-SOUTH FELLOWSHIP PROGRAM
FELLOWS
50
40
30
20
10
0
1979-80
1980-81
1981-82
1982-83
AF
(Africa)
AR
(Latin America)
EA
(East Asia)
EU
(Europe)
NEA
(Near East, North Africa, South Asia)


USIA BOOK PUBLISHING PROGRAM
FISCAL YEAR COMPARISON
1,500,000
1,000,000
500,000
0
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982
TRANSLATION PROGRAM
P.L. 480 TEXTBOOKS
PUBLISHED IN U.S.

91

Appendix D

The Diminished Role of U.S. Books Abroad

A Report on Discussions at the Library of Congress

by John Y. Cole, Executive Director
The Center for the Book

Books are essential ingredients in economic and cultural development and in encouraging international understanding. Yet since the mid-1960s, there has been a significant decline in concern about U.S. books abroad on the part of both American publishers and the American Government. U.S. book exports have dropped, several U.S. private and governmental organizations concerned with overseas book development have disappeared, the U.S. Information Agency's (USIA) book publishing program, consisting mostly of translations, has decreased sharply (from 12.5 million books published in 1965 to 600,000 in 1982), and the number of USIA libraries in foreign countries has been reduced—from 182 in 1965 to 131 in 1982. This situation, described as a "book crisis" in the Center for the Book's *U.S. International Book Programs 1981*, was cited as a cause for alarm by former ambassador Richard N. Gardner in his article "Selling America in the Marketplace of Ideas" in the March 20 issue of the *New York Times Magazine*. Ambassador Gardner asserted that the American Government's relative neglect of its overseas educational and cultural programs denies "our foreign policy one of our greatest sources of strength as a nation—our system of higher education and our pluralistic culture."

Last year, the Center for the Book, in cooperation with the International Division of the Association of American Publishers, commissioned publishing consultant Curtis G. Benjamin to make a detailed investigation of the faltering role of U.S. books in developing countries and to suggest ways of stopping this decline. A small committee that included two members of the Center for the Book's National Advisory Board, Leo N. Albert of Prentice-Hall International and Richard D. Moore of the USIA (now retired), served as advisors.

On the morning of April 11, a preliminary version of Mr. Benjamin's report was discussed at the Library of Congress among publishers, librarians, and Government officials. Special guests at the symposium included members of the USIA Book and Library Advisory Committee, which consists of representatives from the publishing, library, and academic communities. The Center for the Book was the host at the committee's afternoon meeting at the Library.

This report summarizes major points in the Benjamin report and several of the principal concerns of the USIA Book and Library Advisory Committee. It emphasizes the common theme of the day's discussions: the need for renewed recognition, on the part of both the private sector and the U.S. Government, of the importance of books as keys to cultural development, catalysts to trade, and unparalleled ambassadors of American education and culture.

U.S. Books and Developing Countries

Curtis G. Benjamin's report, tentatively entitled "The Diminishing Role of U.S. Books in Developing Countries," examines several topics, including the state of U.S. book exports, the influence of multinational publishing, the impact of English-language publishing in continental Europe, U.S. book assistance programs, past and present, book assistance programs of other countries, and deterrents to U.S. book exporting. Four statistical tables, presented as appendixes, trace the export of U.S. books by types from 1974 through 1980; expenditures of the U.S. Government's International Media Guarantee Program for 1949–68; distribution of books and journals by the Asia Foundation in 1954–81; and translations and publications of the USIA book program from 1951 through 1980. Mr. Benjamin's general conclusion is that "a greater national effort" to fulfill the dire need for U.S. books in less developed countries is imperative, for reasons "both of societal morality and of enlightened self-interest." Somehow American policymakers "must be shown that the U.S. book abroad is far more than an ordinary commercial commodity—that it is, in fact, in the vanguard of all our battles to improve our nation's present position and its future relations with all countries of the world."

Curtis G. Benjamin

The first two chapters of the Benjamin report were published in the April 29 issue of *Publishers Weekly* under the title "U.S. Book Sales Overseas: An Ebbing Tide." Speculating about the reasons for the decline, Mr. Benjamin noted that book exports, for all their

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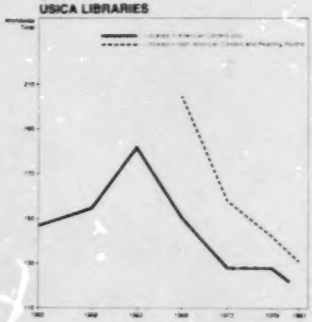
built-in intrinsic values, are really "very small potatoes" in the commodity-value scale of total U.S. exports, accounting in recent years for only 0.23–0.26 percent of the total value of all commodity exports. No wonder, he surmises, that so few leaders in industry and Government "have shown real and lasting interest in the national importance of the book as an export commodity." American book publishers, he notes, "by and large have themselves to blame for the low position of their product in the real scale of national importance." Few of them have been seriously concerned about the state of the American book internationally, thus contributing to the loss of U.S. Government support that book publishing enjoyed in the 1960s. Other leading nations, particularly Great Britain, France, and the Soviet Union, "have lost no time in their efforts to fill the book gaps we have left open."

The expansive presence of the Soviet Union in international publishing and the effective book programs of the British Government were topics of considerable interest to symposium participants. The United States does not come off well in comparison with either nation. For example, in 1979, the Soviet Union produced more than 87 million books translated into various languages, including English. In the same year, the USIA, under its translation program, published 625,000 volumes. The British have always recognized that "trade follows the book." In 1982, the British Government funded the publication of 1,800,000 English-language textbooks for distribution throughout the Third World. Their 84 libraries, located around the globe, house 1,700,000 books—twice as many as are housed in USIA libraries.

How can the decline of the U.S. book abroad be reversed? In his report, Mr. Benjamin proposes the creation of a nonprofit, privately supported organization that would operate under a title such as "National Coalition on Books for Developing Countries" and would exist to bolster American book activities overseas. This private organization, "which should function as closely as possible to the operating pattern of the British Council," would be funded by membership fees, private contributions, and income from contracted services, the latter including specific projects and programs contracted with the U.S. Government. Mr. Benjamin's proposal was discussed at length, along with two alternate suggestions from symposium participants: (1) the formation of a shared public/private sector organization or perhaps a new Government-sponsored organization to accomplish the same objectives, and (2) instead of creating a new organization, concentration on reviving and strengthening USIA book programs for developing countries.

Anne Mathews and Donald Hawcroth

CHART 1
USICA LIBRARIES



USIA Book and Library Programs

Realization that the book and library programs of the USIA had been reduced drastically since the mid-1960s led USIA officials, in 1982, to approve new policies aimed at "stemming this decline, improving the use of books in USIA activities, and broadening the distribution of American books." In a letter published in the October 1982 issue of *USIA World*, USIA director Charles Z. Wick explained that the new statements "declare that USIA book and library policies are in the national interest and will be upgraded as resources become available." Books, he noted, had four special advantages as effective vehicles for the international exchange of ideas: they are unique in the thoroughness and depth of their treatment of complex subjects, they are lasting and easily accessi-

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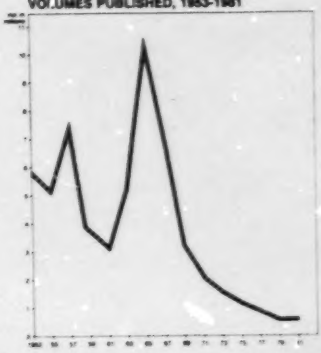
CHART 4
USICA BOOK TRANSLATION PROGRAM VOLUMES PUBLISHED, 1953-1981



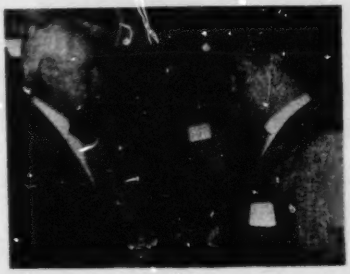
ble to all without special equipment, they can be precisely selected to meet the needs of a specific audience or individual at a modest cost, and book and library activities are often welcome in societies where other USIA programming is suspect or prohibited.

Ambassador Wick's intention to reverse the downward trend in USIA book and library programs is echoed in the 1982 *Report of the United States Advisory Commission on Public Diplomacy*, which includes charts (see above) demonstrating the drop in the number of USIA (formerly USICA) libraries in 1952–81 and in the number of volumes published in the agency's book translation program from 1953 through 1981.

Meeting at the Library of Congress on the afternoon of April 11, the USIA Book and Library Advisory Committee exchanged views about the morning's discussion of the Benjamin report. Chairman Paul Feffer, president of the exporting firm of Feffer & Simons, reiterated his opinion that American publishers ought to work in partnership with the U.S. Government, and particularly with the USIA, to stimulate book and library programs abroad. Mr. Feffer explained that promotion of such cooperation indeed was one of the reasons why the USIA Book and Library Advisory Committee was established last year. In addition to reviewing the agency's programs, the committee is expected to suggest ways of combining private and public efforts to strengthen American books overseas.

William Lofquist of the U.S. Department of Commerce briefed committee members about trends in U.S. book exports, which led to a discussion about ways that USIA's tremendously successful Ladder book distribution program, discontinued in 1967, might be restored. Committee member James E. Lyons, vice president of University Press of America, and Don McNeil, chief, USIA book programs, reported on the status of USIA's program for donating books to developing countries and identified four obstacles inhibiting its expansion: (1) the current U.S. tax structure, which encourages publishers to shred rather than donate books; (2) the lack of Government or private sector funding for transportation costs; (3) the fear on the part of some publishers that donated books will diminish their markets for sales; and (4) the lack of a satisfactory method for screening donated titles.

The meeting concluded with general comments from Guy Brown, director of USIA's Office of Cul-



Leo Albert, Theodore Waller, and Paul Feffer

tural Centers and Resources and the agency's principal representative on the Book and Library Advisory Committee. He explained that three factors contribute to the formation of USIA's education/cultural program priorities: Congressional action on the USIA budget (which totaled $588 million in fiscal year 1983), the current administration's priorities, and previous budget commitments. Currently, there is strong interest in strengthening the book and library programs, but this interest is overshadowed by other project commitments. Without a strong constituency to champion them, the book and library programs are easy targets for budget and program cuts.

In response to a question based on the morning's discussion, Dr. Brown compared British, French, and American participation in overseas information and cultural activities. He pointed out that the British emphasize their book programs, as evidenced by

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Mariada Bourgin addresses participants in the symposium on "The Diminished Role of U.S. Books Abroad." Those present included (at the table in the foreground, front to back) Curtis G. Benjamin, John Y. Cole, and Leo Albert; (background, left to right) Nicholas G. Chantiles, Donald McNeil, John S. Robling, Alexander J. Burke, and James Lyons.

their strong participation in the annual Frankfurt Book Fair, and that the French emphasize promotion of the French language through language teaching programs and book exports. The USIA emphasizes educational and cultural exchanges which number 6,000 to 7,000 annually. Yet the overseas USIA libraries, even as they currently exist, circulate about 6,000 volumes throughout the world each day.

Participants

Publishers and Consultants:
Robert E. Baensch, vice president of marketing, McGraw Hill International Book Company
Curtis G. Benjamin, publishing consultant
Simon Michael Bessie, director, Harper & Row Publishers, and chair, National Advisory Board, Center for the Book
Alexander J. Burke, Jr., president, McGraw-Hill Book Company
Mark Carroll, chief, Professional Publications, National Park Service
Nicholas G. Chantiles, vice president, Times Mirror International, The Times Mirror Company
Robert Frase, consultant
Margaret Hanson, director, Government Policy Development, CBS, Inc.
Richard Koffler, executive director, American Association of University Presses
William Lofquist, industry specialist, Bureau of Industrial Economics, U.S. Department of Commerce
John B. Putnam, publishing consultant
Datus C. Smith, Jr., consultant, Princeton, New Jersey
Saundra L. Smith, Association of American Publishers
Theodore Waller, executive director, U.S. Senate Democratic Leadership Circle
W. Bradford Wiley, chair, John Wiley & Sons, Inc.
Harvey J. Winter, director, Office of Business Practices, U.S. Department of State

Library of Congress Staff:
Nancy Bush, information officer
Marianna Tax Choldin, visiting scholar, Center for the Book
John Y. Cole, executive director, Center for the Book
Lewis I. Flacks, international copyright officer
Clara Lovett, chief, European Division
Carol Nemeyer, Associate Librarian for National Programs

USIA Book and Library Advisory Committee:
Paul Feffer, chair and president, Feffer & Simons, Inc.
Leo Albert, chairman of the Board, Prentice-Hall International
Walter Berns, resident scholar, American Enterprise Institute for Public Policy Research
George Carey, professor, Georgetown University
Raymond English, vice president, Ethics and Public Policy Center
M. Stanton Evans, Washington, D.C.
James Lyons, vice president, University Press of America
Anne Mathews, professor, Graduate School of Librarianship and Information Management, University of Denver
John S. Robling, vice president, Encyclopaedia Britannica, Inc.

USIA Staff:
Mariada Bourgin, program officer, Office of Private Sector Programs
Guy S. Brown, director, Office of Cultural Centers and Resources
Donald Hausrath, library program officer
Ann Martin, acting chief, Bibliographic Division
Barbara Merello, American republics area representative
Donald McNeil, chief, Book Programs Division
Robert Murphy, chief, Library Program Division
Susan Olson, rapporteur
Lois Roth, chief, Centers Management

Reprinted from the June 6 LC *Information Bulletin*, pp. 193–196.

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Appendix E

Regional Summaries of Soviet Bloc and U.S. Government-Sponsored Foreign Students From One Hundred Third-World Countries For Which Comparable Data Are Available*

Region	Soviet Bloc	U.S. Gov't.
AFRICA - Totals for 44 Countries:	30560	2368
AMERICAN REPUBLICS - Totals for 25 Countries:	6885	1360
EAST ASIA - Totals for 6 Countries:	15	908
NORTH AFRICA, NEAR EAST & SOUTH ASIA - Totals for 25 Countries:	38200	2317
TOTALS:	75660	6953

* Figures represent totals for these years: U.S. - 1982; Soviet Bloc - 1981

Mr. SIMON. Our final witness is Dr. Barbara Burn, director of international programs, the University of Massachusetts at Amherst and former president of the National Association of Foreign Student Affairs, but I think of her in another capacity; that is, she directed the staff of the President's Commission on Foreign Languages and International Studies and did a superb job at that. It is a pleasure to welcome an old friend here, Barbara Burn.

STATEMENT OF BARBARA BURN, DIRECTOR OF INTERNATIONAL PROGRAMS, UNIVERSITY OF MASSACHUSETTS, AMHERST, AND FORMER PRESIDENT OF THE NATIONAL ASSOCIATION OF FOREIGN STUDENT AFFAIRS

Dr. BURN. You took the words out of my mouth. I was going to say it is a special privilege and pleasure for me to testify in the subcommittee chaired by my friend, Congressman Paul Simon and a former colleague with the President's Commission.

I am here speaking on behalf of the National Association for Foreign Student Affairs, which is the principal professional association in this country concerned with the international exchange of students and scholars. It represents 1,600 academic institutions and other organizations and over 5,000 professionals and volunteers.

I think the case has already been very well made by my colleagues on the importance of international exchange. I would add to this that I think international exchanges of students and scholars are essential if our colleges and universities are going to be not only regional and national centers, but international—and I would used the word "internationalized." If they are to meet the challenges we are all discussing here, I think that we have to have much more effective and strengthened exchanges of students and scholars with other countries.

I am going to focus on some of the barriers standing in the way of international exchanges of students and scholars, and I will take first the matter of American students who study abroad.

According to the excellent report put out annually by the Institute of International Education, approximately 30,000 American students study abroad in programs which are sponsored by American colleges and universities.

According to my estimates—and I attempted to dig into this with some vigor—maybe as many as 75,000 American students study abroad each year. But even taking that number, this is less than 1 percent of the total enrollments in American higher education, a really shocking figure considering our need for stronger international competence, which Dr. Trowbridge just mentioned.

The barriers to study abroad: The first is, of course, financial. Although students are eligible when they go abroad in approved programs for Federal financial aid, they can't take their work study awards. It would be extremely helpful if some modifications could be made so that some other type of assistance could compensate for their not having the work study. This keeps many students at home and some of our most qualified students, whose pocketbooks may not match their aspirations and abilities.

I certainly don't have to go into detail on another deterrent to study abroad and to students thinking of studying abroad, which is

lack of foreign language skills. As the chairman has mentioned in more than one situation where I have heard him speak, beginning French doesn't get you very far in France.

Another deterrent is most students who do go abroad are not able to go to countries other than Western Europe; 80 or even 85 percent of the American students who study abroad are going to Western Europe. Considering the importance of the Third World/developing world/nonwestern world, it was shocking that so few of our students are going to these countries for study.

Specific barriers prevent their going to the nonwestern and developing world. It is not only the language skills, but it is a question of high travel costs, it is lack of program support structures in the United States and abroad, and it is the inability of host country educational systems to accommodate our students.

I just was reading a report on Commonwealth student exchange, the British Commonwealth. More and more there are deterrents within that system for students within the system, and even higher deterrents for American students going to Commonwealth countries and to Third World countries.

If we are going to have cost effective, study abroad programs in the developing world, in the nonwestern world, what is needed is a combination of government and institutional resources.

In some of these matters minor revision of titles IV and VI of the Higher Education Act could significantly assist in expanding study abroad opportunities. For example, title VI should be expanded, in my view, to allow grants for the development of undergraduate study abroad programs, especially in the nonwestern and developing countries—these title VI centers focus on—and should provide funding for training professionals in the study abroad field, both in the United States and abroad, and for research and development of the informational resources we need to encourage more study abroad.

Turning now to the other side of the exchange process, different kinds of obstacles prevent qualified foreign students from enrolling in our colleges and universities and have a detrimental impact on the experience of many of the students who do come to this country for study.

We have a tremendous stake in the talents and prospects for leadership of the foreign students in this country. Their skills and knowledge will play a major role in the development of their home countries. Very important to all this is the contacts they make. The knowledge they gain of American society will certainly be a factor in shaping opinion about the United States in their homelands.

The deterrents to foreign students coming here: First, lack of information about American education and how one gets admitted to a college or university. The overseas U.S. advising and resource centers sponsored by the U.S. Information Agency do a tremendous job. I understand that they respond to more than 600,000 students making inquiries on American higher education and related matters but, even so, they cannot meet the demand.

A second problem obviously is finance, which my colleagues have referred to. I, therefore, will not go into that.

While the basic academic programs foreign students receive in this country are certainly among the finest in the world, what needs more attention in the view of NAFSA is to help foreign students see the applicability of the knowledge and skills they acquire here to home country.

NAFSA's cooperative projects grant program funded by USIA supports campus-based projects in this area, but more effort in this field is needed. NAFSA also collaborates with the Agency for International Development to define the special educational needs of students from developing countries and help respond to them. More, again, is needed here.

More effort should be undertaken to bring foreign students into contact with the social and cultural fabric of our institutions and communities. We all know that this kind of integration into our communities doesn't happen automatically, and when it does not, if Mr. Andropov had come to Eureka College in Illinois and had languished all alone in his room and nobody brought him out to speak at the local Rotary Club or to be involved and to learn more about the community, it might not make so much difference that he had studied at Eureka College.

NAFSA has programs here to try to involve students more in the community, to educate them about American life, to enable the foreign students to be an educational resource for Americans. More is needed here as well.

Since over 95 percent of the students in this country are not Government-sponsored, we think it makes a great deal of sense for the Federal Government to make the small additional investment needed to assist the foreign students to enter more into the life of our communities and contribute to them.

My final point relates to recent developments with respect to restrictions on foreign students coming to this country. There is grave concern within NAFSA and within our colleges and universities on the burgeoning of Government restrictions and regulations relating to student and scholar visa arrangements.

Over the years, this problem has grown in magnitude, and just as of August 1 new and yet more burdensome regulations went into effect. The paperwork involved in responding to the requirements of immigration takes an enormous amount of time which should, we think, be spent on assisting the students rather than processing the papers. It is also expensive. At the University of Minnesota they estimate the staff time required and other related costs in responding to the new regulations of immigration is close to $60,000.

I think a very important aspect of this, Mr. Chairman, is that as the students have come under tighter control and scrutiny, their impressions of the United States as a free and open society have suffered. They have questions. Our foreign students and scholars are a needlessly overregulated group. It is not in the national interest that they be so regulated.

To summarize, increased resources are needed to inform and advise prospective students abroad to fund a study in the United States for more highly qualified foreign students, to increase the outreach of proven educational enrichment programs.

Title VI centers might be looked to—they have not so far, I think—to apply their expertise to help meet the special needs of

foreign students who are coming from those parts of the world which are the focus of the different title VI area centers, and indeed to perhaps include the presence of foreign students from those regions as part of the teaching resources and what they do.

As I hope my testimony has indicated, NAFSA—and I personally and professionally—see exchanges as vital to our national interests. There are roadblocks in the way to expanding international educational exchanges. Some of the roadblocks can be removed with relatively minor changes in legislation and regulations. I am delighted that this subcommittee is concerned with these matters and hope that some favorable results will be coming out of this.

Thank you.

Mr. SIMON. We thank you, also.

[The prepared statement of Dr. Barbara B. Burn follows:]

PREPARED STATEMENT OF DR. BARBARA B. BURN, REPRESENTING THE NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS[1]

Given America's place in today's world, for our colleges and universities to serve as regional or even natonal centers of learning is simply not enough. If they are going to meet our pressing national needs, they must be international centers for teaching, scholarship, and research. To build an American capability to comprehend and communicate with other cultures, to establish strong bonds with the future leadership of other nations, to maintain our economic competitiveness in world markets, to further the advancement of science and technology—all of these and other pressing goals require our postsecondary institutions to function as world centers of advanced learning. This can only be achieved by means of vital and effective exchange linkages with students and scholars of other nations We must, therefore, carefully identify and remove barriers standing in the way of the international exchange of students and scholars in pursuit of these vital goals.

Since the roadblocks we encounter in sending our students abroad differ considerably from those found in bringing international students to our campuses, I will deal with each side of the exchange process separately, even though the process is, or ought to be, an essentially reciprocal activity.

Each year approximately 30,000 U.S. students participate in study abroad programs sponsored by our colleges and universities. A considerable but unknown additional number attend programs sponsored by other types of institutions, enroll independently in foreign institutions, and participate in informal institution-to-institution exchanges. All in all, we can roughly estimate (since we lack vital data to compile a complete picture) that over 75,000 U.S. students at the postsecondary level study abroad annually. Since over 11 million students are enrolled in our colleges and universities, this means less than 1 percent of our students study abroad each year. Considering our need for stronger international competencies, this number is shockingly low. Several barriers inhibit the growth of study abroad.

A primary barrier is, of course, finances. Even though study abroad often costs little or no more than a year of study in the U.S., and can sometimes cost less, financial considerations often bar access of capable students to study programs overseas. For example, while in most cases federal financial aid can be used for study abroad undertaken as part of a degree, work-study awards cannot, and this frequently prevents work-study students from going abroad. A substitute form of assistance specifically for work-study recipients accepted for approved overseas programs would open possibilities now closed and would cost little more. Some small technical changes in other financial aid programs (e.g., GSL reporting structures) would make them more easily applicable to the costs of approved programs. Furthermore, the conditions under which federal financial aid is applicable to study abroad is not consistently understood or applied by campus financial aid offices. Encouragement from the Department of Education to allow students to apply federal financial aid to

[1] Dr. Burn is Director of International Programs at the University of Massachusetts at Amherst, and is a member of the Executive Committee and immediate past president of NAFSA. In addition, Dr. Burn was the executive director for the President's Commission on Foreign Language and International Studies. NAFSA is the principal U.S. professional association concerned with the international exchange of students and scholars, representing 1,600 academic and other organizations and over 5,000 professionals and volunteers engaged in the exchange process.

study abroad which counts toward a degree, and guidelines from the Department about handling awards for study abroad students would certainly allow more students to include foreign study in their degree programs.

Lack of minimum foreign language skills is another fundamental barrier. Only 15 percent of our public high school students study a foreign language; only 8 percent of American colleges and universities require a foreign language for admission. Distressingly, comparison with 1965 data shows serious deterioration at both levels. While studies project substantial shortages of foreign area experts for the Middle East, Sub-Saharan Africa, Eastern Europe, and all areas of Asia, our students are not now acquiring the language skills needed for study in these regions.

We need many more exchange linkages and study programs in areas outside of the well-trodden path to Western Europe. Of the 832 college- or university-sponsored programs identified and cataloged by the Institute of International Education in 1980–81, 598 were in Europe. In sharp contrast, a recent survey of our business community by the Conference Board indicates greatest projected growth of our markets in Latin America and Asia, where our colleges offered only 62 and 96 study abroad programs, respectively. Maintenance of our strong educational ties with Europe is, of course, essential, but the horizons of study abroad should not stop there.

Several specific barriers prevent students from studying in crucial parts of the developing world. Besides lack of language skills, these include high travel costs, lack of program support structures, and inability of host country educational systems to accommodate our students in the face of overwhelming local demand for postsecondary education. While cost-effective study programs can be developed and maintained in Europe, this is not the case in many world areas. Study in these countries will only be possible by combining Government and institutional resources.

Study abroad must be better integrated into our academic programs. Whereas foreign study is frequently an integral part of a foreign language or international studies program in Great Britain (and resources are made available to allow it), few U.S. programs can or do make foreign study a requirement for language or international studies students, and many institutions do not even offer or encourage such options.

Finally, informational resources about foreign study opportunities are seriously lacking. While my institution provides trained staff and reference materials about study abroad for our students, this is by no means typical of our colleges and universities. Many students do not study abroad for lack of such services. We also lack detailed information on study abroad possibilities in many world areas and cannot encourage or advise students or arrange programs without it.

In some of the above areas, minor revision of titles IV and VI of the Higher Education Act could significantly assist us in expanding study abroad opportunities, and I hope you will explore them. For example, title VI authority could be expanded to allow grants for development of study abroad programs integral to foreign language or international studies programs, for training study abroad professionals both in the U.S. and abroad, for research and the development of informational resources about study abroad, and for study-abroad-related outreach activities by regional international studies centers. In some cases, such as that of foreign language competence, wholly new legislation seems to be essential if we are to progress, and I am pleased that Congress and your committee have such legislation under consideration.

Turning now to the other side of the exchange process, different limitations prevent qualified students from attending our institutions and have a detrimental impact on the experiences of many students who do attend. We have a tremendous stake in the talents and prospects for leadership of the 337,000 foreign students now attending our colleges and universities. Their acquired skills will play a major role in the development of their home countries. Their direct experience of American culture, government, and values will shape opinion about us in their homelands. Their professional and commercial affiliations can enhance our international trade and business relationships. NAFSA's collective experience points to several principal barriers to realizing these desirable results:

Lack of information about American education and how to obtain admission to it is a fundamental barrier. Overseas U.S. advising and resource centers are a vital link without which access to our institutions is virtually impossible. The United States Information Agency, which supports and operates most of these centers, reports that more than 600,000 students seek services from these centers each year, and the Agency's resources for its overseas student advising centers cannot adequately meet this demand.

Highly qualified students from many countries do not have any hope of entering U.S. institutions because of lack of money to meet minimal expenses. The distinguished Senator from Connecticut, Lowell Weicker, has often cited his concern at

seeing 600 Namibian students studying in Cuba and finding out that there were only two Namibian students in the entire United States. I think we must share this concern and find ways to break down these financial barriers whenever possible.

While the basic academic programs foreign students receive are without question among the finest in the world, we know that much can be done to make skills acquired more applicable to home country needs. NAFSA has supported through its Cooperative Projects grant program, funded by USIA, many useful campus-based model programs to do this. For example, one such project allowed foreign students studying agriculture at North Carolina State University to work with faculty on a continuing basis to learn how to apply U.S. skills and techniques to home country needs. Such programs are not available to the vast majority of our foreign students.

NAFSA has also collaborated with the Agency for International Development to define the unique educational needs of students from developing countries and to communicate these needs within the U.S. educational community through publications, seminars, and other programs. Here again, a solid base has been established but much greater outreach is needed.

Much more needs to be done to bring our foreign students into contact with the social and cultural fabric of our institutions and communities. Such integration does not necessarily occur automatically, and when it does not, the foreign student becomes isolated and estranged and the host community suspicious. The tremendous potential benefits of academic exchanges are thus lost or greatly diminished. Once again, NAFSA has developed many good model programs to bring the U.S. community and the foreign student together. Although excellent orientation and outreach program models exist, resources are not available at many schools to use them. Some of these model programs have taken foreign students into our primary and secondary schools, hospitals, and community civic groups where the students can teach us about their cultures and even tutor us in their languages. NAFSA is currently supporting a very promising program recently set up in which the state of Oregon reduces tuition charges to foreign students at state institutions in exchange for community service. Such mutual efforts need to be greatly expanded, as do programs to build the English language skills of spouses and children of foreign students and to integrate them into our schools and communities. Our foreign students and their families constitute a great educational resource which we are simply not using effectively. Since well over 95 percent of these students are not government sponsored, it makes a great deal of sense for the government to make the small additional investment needed to assist these students to enter into the life of our communities and to make a positive contribution to them.

There is an additional area of serious concern to NAFSA and other parts of the educational community which I must call to the subcommittee's attention. It is the burgeoning of government restrictions and regulations relating to student and scholar visa arrangements. Over the years we have watched this problem grow in magnitude, and new, more burdensome regulations went into effect on August 1 of this year. As the paper work required for these processes has grown, it consumes more and more of our working hours, hours which should be spent assisting students with their special needs. As immigration regulations have placed more of the burden of regulation on our institutions and foreign student advisers, they have increasingly compromised the confidentiality of the advising process. As students have come under tighter control and scrutiny, their impressions of the U.S. as a free and open society have suffered. The immediate, direct cost of the new regulations to one institution, the University of Minnesota, is estimated at $24,000 in staff time, materials and equipment, and an additional $34,000 for modifications of its computer system needed to respond to the demands for information about students imposed by the INS. Our foreign students and scholars are a needlessly over-regulated group. As a result, the ability of our institutions to serve as international centers of learning has been seriously impaired. If our national objectives for student exchanges are to be realized, deregulation of this area is absolutely essential.

The subcommittee, the Congress, and the Government as a whole could be of considerable help to us in improving access to our educational system and the quality of the experience foreign students have. Increased resources are needed to inform and advise prospective students abroad, to fund study for highly qualified but needy students, and to increase the outreach of proven educational enrichment programs. Enhancement of title VI centers to further develop and apply their expertise to meet the unique needs of foreign students from particular world areas could make a valuable contribution to strengthening exchanges. Deregulation of inhibiting immigration regulations imposed on foreign students and our educational institutions is crucial to the improvement of international educational exchange.

As I hope my testimony today conveys, exchanges are vital to our national interests in many respects. International educational exchanges are actively supported by a dedicated group of individuals, educational institutions, and other organizations, and the great majority of exchange activity is privately funded. All our Nation's needs, however, cannot be met by the private sector. I am very pleased that Congress is cognizant of this and is acting to increase support for both the exchange programs of USIA and the international activities of the Department of Education during the current session of Congress. It is the vital role of the government to carefully assess these needs and assist us in meeting them. I hope my testimony is useful to you in fulfilling this essential task. NAFSA appreciates the opportunity to advise this subcommittee and stands ready to assist you further in any way we can.

Mr. SIMON. If I may refer to your final point on the regulations on foreign students, I would like to suggest that if you could have some representatives of your association—NAFSA—just two or three of them, to come together and we will get the head of the Immigration and Naturalization Service in my office and see if we can't work out something. I will ask Margaret Koval to pull that together.

I was fascinated—I don't think you mentioned this, but it is in your written testimony—that Namibia has 600 students studying in Cuba and two studying in the United States. On the Soviet-United States figures that the other witnesses have mentioned, it is also interesting that the Soviets offer about the same number of scholarships in Central America that we do worldwide. I think that clearly is not in our national interest.

The other thing that one of the witnesses touched upon is that we are increasingly bringing in the wealthier students rather than a good cross-section of our students.

Another concern I have is not simply students studying abroad, but we have a declining percentage of our faculty studying abroad and teaching abroad. That, it seems to me, is not in our national interest.

May I ask all three of you this question. Mr. Trowbridge, in your testimony, you talk about 24 Government agencies involved in the exchanges. Is this desirable? Is it workable? Should we have one agency where all of this is centered? Would that be a more workable thing to get a hold of?

Dr. TROWBRIDGE. That sounds eminently reasonable to me. As a matter of fact, this study that we put together recently—and we have this in our file—is one of the first studies, to my knowledge, that has ever been done.

One thing that we have certainly demonstrated in this study is the lack of coordination and one hand simply not knowing what the other hand is doing at all. There is a dismal lack of coordination about the international exchange programs, and we are only now beginning to put together in this report that you have those figures. So, I think there there would be something.

You are going to have the obvious turf battles on this, but I think there is something to be said about coordination of the international exchange effort, indeed. It simply makes sense. Otherwise, you are having repetitions, you are expending funds in certain areas where you are overlapping with other areas and you are not wisely involved in any kind of global strategy at all.

Mr. SIMON. Any comments from the other two witnesses?

Dr. SMOCK. I would just echo what Dr. Trowbridge has said. Certainly there is a range of agency interests reflected in the range of exchange activities funded by the different agencies, but clearly there must be a means of rationalizing it more effectively than at present.

Dr. BURN. I would only add to it that when I was involved with you with the President's Commission, I spent some time visiting a number of the agencies which do have exchange programs and would, therefore, certainly echo what Dr. Trowbridge said. The lack of coordination is very unfortunate. I think it has as a result that the people coming in the exchange programs of the different agencies are not well-served educationally and otherwise.

Mr. SIMON. And it becomes almost an incidental thing to some agencies. I visited with a Cabinet member who will remain unnamed and mentioned an exchange program that was under his jurisdiction. He had no idea there was an exchange program under his jurisdiction. It illustrates a problem.

Dr. Trowbridge, if I may, let me differ just slightly with a statement that you have. You say English, which is the language of international communication, of education, of the transfer of science and technology and so forth, continues to be the major language of international communication. It is, however, a declining language in terms of percentage of technical journals and so forth; that more and more countries want to have their technical materials in whatever that language is, whether it is Finnish or French or whatever. I don't differ with you in saying that is the major language of communication.

Mr. Gunderson.

Mr. GUNDERSON. Thank you, Mr. Chairman, and thank you to all of the witnesses for your testimony.

I would like to follow up on a comment that was just made by Dr. Trowbridge in regard to the lack of coordination and concern as to where we ought to go with title VI and probably what your comments from each of you would be in some of the other programs.

As I am sure you are aware, Senator Luger has an amendment in the State Department authorization that creates a 10-year program, $5 million a year for Soviet and East European studies. We have passed out of our subcommittee and committee a bill that provides additional money for the foreign language area. We have the Peace Academy proposal in front of the Foreign Affairs Committee, and there are others as well.

Do we run into a danger that we simply have all kinds of pieces going in all different routes, if not different directions, in that we don't get the efficiency? Should we make an effort in this Congress to bring all of them under title VI or bring them all under something else? What is your reaction to all the different proposals that are now in front of us? I am open to anybody.

Dr. TROWBRIDGE. Sir, I can only say what I have already said. I think that presently the situation is a mess. When I have tried to sit down and determine how much money—for instance, if we get an increase in budget—how much money do we put in the Fulbright Commission, say, in Brazil or this country or that country. I

am presently making those kinds of decisions pretty much in a vacuum as to what we have done.

The question is: What is somebody else doing? Well, really, nobody knows. You can sort of find out, but when people make decisions, they really don't make those decisions on the basis of what other agencies and departments are doing.

So, I think what you have here in the exchange program throughout the city is simply an arrangement of ad hoc decisions made in a vacuum.

Mr. GUNDERSON. Any other comments?

Dr. SMOCK. I would just add one thing. Clearly there is an inclination to respond to international crises. The additional funds that look like they will be forthcoming for Soviet and East European studies certainly is commendable.

On the other hand, we never know what part of the world is going to be the next crisis point, and to prepare specialists and to develop an understanding of those areas is a long-term sustained investment. I would think that we would want to give equal attention to other parts of the world in a very sustained fashion rather than responding to crises usually after they happen.

Dr. BURN. My only comment would be with respect to the special funding requested for Soviet and Eastern European studies. I think if we go that route, we are going to find the people involved in area studies of different world regions, each going and presenting the case for needing more funding.

Then we do kind of wonder where the title VI legislation will end up if the funding for major world regions is coming through special, separate legislation. So, I don't think I altogether applaud this development. More funds are needed, but the special interest approach I think could be a problem.

Mr. GUNDERSON. I tend to share your feelings on that.

How would each of you react to the proposal made by one of the Senators that we simply take Peace Academy proposal and create a new part (d) of title VI with an authorization of approximately $8 million in that area? Is that a way to bring about some coordination and yet deal with that concept or not?

Dr. TROWBRIDGE. Sir, I don't have the knowledge to respond to that with any authority. One thing I would point out to you is, I would call your attention to this booklet we provide here, called "Report on U.S. Government, International Exchange and Training Programs." To my knowledge, this is the first publication of this sort that has ever been done. Maybe I am wrong on that, maybe only done recently.

If you look under tab B, page 4, if there is going to be some attempt at integration, you are going to have—and I don't wish to minimize it, perhaps it is something that you can solve—you are going to have the present lines drawn and you are going to have the turf battles.

For instance, if you look at the total number in 1982 in the far righthand column, of total exchanges paid for by the U.S. Government in 1982, you will see that it is approximately a half billion dollars—$504.3 million—and the total number of participants is 45,000.

That is a pretty large figure. But if you are going to consolidate this whole international program, are you then suggesting that we take the Peace Corps, AID, military leaders and the DOD, the Department of Education, Health and Human Services and the National Science Foundation and USIA, and lump those things all together?

I don't know how to resolve that particular problem, but in order to consolidate this and to have this kind of information that we are now starting to get, is there some sort of suggestion that there ought to be an overall umbrella for this? I don't have a solution for that. I leave it to wiser people than me. But you see the problem in that right there as to who presently has the action on these things.

Mr. GUNDERSON. No other comments on whether we ought to create a new title (d)? OK.

Mr. Chairman, thank you.

Mr. SIMON. Just one other comment.

One of the things—and Barbara Burn knows of my concerns in this area—is this lack of coordination means that we are not taking a good look at what areas we are covering and what areas we are not covering. So, it is almost by whim.

No one is making sure there are students from Burma, or you name it, who are coming to the United States. It seems to me that is not in the national interest, that somehow we ought to be having an umbrella without holes in it, and now the umbrella has quite a few holes in it. It is better than no umbrella, but it is not a very effective umbrella.

I appreciate your testimony here today. I am not sure where we are going with it, but I think we have to be looking at this whole area. It is interesting that the expenditure under tab B that you were talking about was a half billion dollars—$500 million—but over $200 million of that is in the military side. So, if you deduct that, you are talking about $300 million or a small fraction of 1 percent of what we spend on the military budget.

My strong feeling is that if we are really talking about the security of this country, we ought to be trying to build that base of understanding by providing more amply in this area.

We thank you very, very much for your testimony and providing us with your help today. My apologies again for starting late.

[Whereupon, at 11:40 a.m., the subcommittee was adjourned.]